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ABSTRACT

This document is the first of a series of annual evaluation reports of educational programs throughout Nevada that are supported by funds from Chapter 2 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. Information was collected using four summary forms completed by district and school officials. The evaluative information collected suggested that the Chapter 2 supported projects were highly effective in delivering educational services and materials to students and educational staff. A large percentage of staff had been trained in a wide range of relevant professional development areas, including at-risk programs; and there is follow-up evidence that the training, information, and materials are being used repeatedly in the classroom. Materials acquisition funds opened the door to new educational technologies in both public and private schools. Nearly three-quarters of public and private schools met broadly ranging goals and objectives for their Direct Services to Students projects. The Effective Schools program has been initiated in a significant number of schools including schools identified by the individual districts as at-risk schools. Seventeen figures and 12 tables are included. An appendix contains the instruments used for data collection. (JB)

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CHAPTER 2

Public Law 100-297

A. F. Hawkins-R. T. Stafford Elementary and Secondary School Improvement Amendments of 1988

ED357121

EVALUATION OF THE EFFECTIVENESS OF CHAPTER 2 PROGRAMS

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NEVADA CHAPTER 2 PROJECTS
STATE EVALUATION REPORT

SCHOOL YEAR 1990-91

David Lawson Smith, PhD

March, 1992

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Table of Contents

Executive Summary 5

Introduction 10

Professional Development Projects 12

Table 1. Cooperative Learning workshops and activities conducted by State staff from July, 1990 to January, 1991 13
Table 2. Classification of Professional Development programs by educational disciplines 15
Table 3. Classification of Professional Development programs by content area of the training 16
Figure 1. Participant Use of Program Skills and Information in Instruction and Duties 17
Figure 2. Participant Use of At-Risk Program Skills and Information in Instruction and Duties 17
Figure 3. Participant Use of Program Materials in Regular Lesson Plan 18
Figure 4. Participant Use of At-Risk Program Materials in Regular Lesson Plan 19

Materials Acquisition Projects 20

Figure 5. Curricular Areas Supplemented by Chapter 2 Materials/Equipment 22
Figure 6. Levels of Instruction Supplemented by Chapter 2 Materials/Equipment 23
Figure 7. Curricular Areas Supplemented in Private Schools by Chapter 2 Materials/Equipment 26
Figure 8. Levels of Private School Instruction Supplemented by Chapter 2 Materials/Equipment 27

Direct Services Projects 28

Table 4. Demographic data for General Direct Services projects 29
Table 5. Classification of General Direct Service projects by type of program 30
Table 6. Expected student outcomes for General Direct Service projects 31
Table 7. Demographic data for Public At-Risk Direct Service projects 32
Table 8. Demographic data for Private At-Risk Direct Service projects 32

Table 9. Classification of At-Risk Direct Service projects by type of program 33
Table 10. Expected student outcomes for At-Risk Direct Service projects 35

Schoolwide Improvement Projects 36

Figure 9. Participants' Evaluation of Southern Nevada Principals' Orientation Workshop 37
Figure 10. Participants' Evaluation of Team Training Workshop 38
Figure 11. Participants' Evaluation of Analysis & Planning Workshops 39
Figure 12. Participants' Evaluation of Training of Trainers Refresher Workshop 40
Figure 13. Percentages of Staff Involved in Effective Schools Projects 41
Figure 14. Percentages of Staff Involved in At-Risk Elementary Schools 42
Figure 15. Percentages of Students Directly Involved in Effective Schools Projects 42
Figure 16. Percentages of Students Directly Involved in At-Risk Elementary Schools 43
Table 11. Number of schools pursuing Effective Schools goals 44
Table 12. Number of At-Risk schools pursuing Effective Schools goals 45

At-Risk Students Projects 48

Other Innovative Projects 50

Figure 17. Governor's Institute for Gifted & Talented, Student Evaluation, Summer 1990 52

Overall Conclusions 54

Advisory Committee's Comments 55

Appendix 56

Illustrative Evaluation Instruments:
District Summary Form for Professional Development Projects 57
District Summary Form for Materials Acquisition Projects 60
District Summary Form for Direct Services Projects 64
Individual School Form for Effective Schools Projects 69

Executive Summary

The present report is the first in a series of annual reports evaluating educational programs throughout Nevada that are supported by funds from Chapter 2 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. This year's report is in compliance with Section 1573 of Chapter 2 of the Hawkins-Stafford Amendments that requires in fiscal year 1992 an evaluation report of the effectiveness of programs assisted under Chapter 2. Among the major findings for projects in operation during the 1990-91 school year are:

Professional Development Projects

- During a seven month period, 15 cooperative education workshops were conducted by the Nevada Department of Education for 989 educational staff in the four largest school districts in the state.

- 3,034 individuals employed in 268 public schools in 10 of Nevada's 17 school districts and 71 community members participated in Chapter 2 supported Professional Development programs. Teacher attendance counts at the workshops reflected roughly 30 percent of the number of teachers in those districts.

- 740 staff from 89 schools in three districts attended training sessions in 23 programs targeting students **at-risk** of failure.

- Nearly 99 percent of respondents indicated that the training received was appropriate to their jobs.

- Two-thirds (**at-risk**) to three-quarters (overall) of respondents used the skills and information acquired in training multiple times in the few months between training and administration of the questionnaire. Over three-quarters used program materials in regular lesson plans, but the figure dropped to slightly over a third for **at-risk** program participants. In many of these **at-risk** programs, the questionnaire item on use of training materials was considered to be "not applicable."

- Follow-up visits suggested an impact in the classroom, increased cohesion among staff, and a feeling of rejuvenation among participants.

- Successful workshops provided teachers with the opportunity to work together to explore and develop new techniques and materials. Support and feedback from fellow teachers and administrators appeared to be a critical factor in success.

- Timing of some workshop offerings could be improved to enhance immediate or greater incorporation into instruction or duties. Also, some accommodation, such as telecommunications, should be considered in the future to overcome the obstacle of distances in rural Nevada.

Materials Acquisition Projects

- 95 public schools in six districts, 21 private schools in four districts, and a state youth correctional facility benefitted from Chapter 2 materials acquisition funds.

- Acquisitions appear to be spread broadly across curricular areas, with purchasing patterns appropriate to the extent of resources allocated.

- High usage and positive teacher and student comments were reported, as well as teacher requests for future similar projects. Also cited were increases in staff cooperation and interest and in student motivation and interest, the latter especially for purchases of computer software. Student records, student projects, and student achievement on teacher-constructed tests pertaining to the specific materials were cited as providing evidence of student progress on individual projects.

- Funds often were used in the public schools to pilot programs for later district-wide incorporation or to initiate programs at individual schools. Private schools more often supplemented resource and educational materials.

- Areas for improving impact in a number of projects include more thorough promotion of expanded programs with students and greater teacher training in the use of the new materials/equipment.

Direct Services

- For projects providing direct services to students, there was a wide diversity of "general" projects conducted in the five participating school districts, with the area of greatest activity being science. The curricular areas with the greatest activity for the public and private **at-risk** projects in six districts were mathematics and reading.

- Unlike general projects, emphasis in **at-risk** projects was placed on guidance programs and on behavioral/social outcomes. Also, general projects tended to be directed at the elementary level, whereas the **at-risk** projects tended to be directed at the high school level.

- 16 of the 25 general projects and 35 of 44 public and private **at-risk** projects met their proposed goals and objectives. The number of

students targeted and the number showing improvement on a host of curricular, program, and behavioral/social indicators are provided.

- Additional benefits consistently noted include increases in student interest, parental and community participation, and interaction between parents and school personnel.

- Student interest and parental involvement marked successful projects.

Effective Schools Programs

- 12 of 14 targeted elementary, junior high, and high schools initiated Effective Schools programs and two other schools participated in follow-up reassessment during the 1990-91 school year.

- Department staff conducted two Principals' Orientation workshops for 35 administrators and team leaders, Faculty In-Service to 95 school staff, Team Training workshops for 41 school staff, two-day Analysis and Planning workshops for 54 school staff, and a Future Planning workshop for 15 staff. In Clark County, where the projects were funded from the district's Chapter 2 funds, local staff are trained to serve as Effective Schools trainers. Ten individuals attended a Trainer of Trainers Refresher workshop.

- Given extremely high participant ratings, the workshops appeared to be clear and well organized, accomplishing their goals, increasing participant knowledge of major activities involved in the Effective Schools process, and enhancing personal motivation for their schools' efforts.

- In 17 existing project schools in Clark County, there was a high level of participation among teachers (82.6 percent), administrators (97.6 percent), support staff (71.6 percent), and classified staff (62.6 percent).

- All 16,292 students in the 17 Clark County schools were considered to have been affected by the projects, and 45.6 percent were directly involved. There was greater direct student involvement at the elementary levels, where the programs have been in place longer. At the elementary level, however, there was *less* direct student involvement in schools defined as **at-risk** by the districts.

- Similarly, parental participation in the 17 Clark County schools was highest at the elementary level (K-6), especially in the elementary-level schools that were *not* determined to be **at-risk** schools. Further, there was reasonably good local business participation at the "regular" elementary-level schools. *No* business or community participation reported for the **at-risk** elementary-level schools.

- Goals pursued in the 17 schools clearly differed according to their stage of development in the program. First-year schools tended to focus on promoting school-level planning. Second and third-year schools focused more on achieving safe and orderly school environments and a climate of expectation that virtually all students can learn under the appropriate circumstances.

- In the reporting Clark County schools, school-level planning was addressed by formation of committees and development of planning documents and guidelines. Creating safe and orderly school environments was addressed through physical improvements, standardizing and promoting rules, and empowering students. Establishing a climate of expectation for student learning was most often addressed through use of prizes, awards, and ceremonies for student achievement and improvement. Increasing academic achievement levels of all children was addressed most often by tutoring programs.

- A broad range of evidence provided by subjective reports by school staff indicating that the programs have had a positive impact on the schools in Clark County. Such information should be supplemented by more concrete indicators in assessing further progress in the program.

Other Projects

- The Nevada Department of Education produced an **at-risk** research report identifying the extent of the dropout problem in all Nevada schools with grades 9-12, reasons for students dropping out of Nevada schools, and categories of students at the greatest risk of dropping out of school.

- Chapter 2 funds supported coordinating statewide activities for gifted students, including State Finals for Odyssey of the Mind, National Science Scholars program, Department of Energy Summer Science program, and the Governor's Institute for Gifted and Talented Students.

- The State Technical Education project provided technical assistance (393 contacts in 1990-91) and used funds to acquire training materials and to conduct training activities to 36 local district and state personnel.

- The Nevada Young Writers and Artists project resulted in the publication of a book of short prose, poems, and artwork of 262 K-12 students from public and private schools across the state.

- Chapter 2 funds supported the Nevada Young Readers project in which students in 87 Nevada Schools nominated books from which 25 teachers and librarians selected eight books each in three reading lists distributed to schools and public libraries. Student readers then voted on their

favorite in each list, and schools with the greatest number of voters presented authors of the winning books with an award.

Chapter 2 funds also supported statewide workshops and activities to promote the highly popular and active Nevada Reading Week in schools, and the activities of a planning committee to develop innovative approaches to use of libraries.

NEVADA CHAPTER 2 PROJECTS: STATE EVALUATION REPORT SCHOOL YEAR 1990-91

The overall goal of the various projects initiated with Chapter 2 funds is to provide services and materials to teachers and students in Nevada in a fashion consistent with the intent of Chapter 2 legislation. The purposes of Nevada's Chapter 2 programs are: to implement and pilot promising educational programs; to provide a continuing source of innovation, educational improvement, and support for library and instructional materials; to meet the special educational needs of at-risk and high cost students; to enhance the quality of teaching and learning; and to meet Nevada's educational needs and priorities for Chapter 2 targeted assistance. Related to those purposes, six major categories of projects provided during the 1990-91 school year are reviewed in this document. These categories are Professional Development, Materials Acquisition, Direct Services to Students, Effective Schools, At-Risk Students, and Other Innovative projects.

Funds Allocation and State Administration

The allocation for the State of Nevada for the 1990-91 school year was $2,261,509. As required in Section 1512(a) of the law, $1,809,207 (80 percent) was distributed to local school districts according to a formula as follows:

a. Ninety percent of the funds available to the school districts was distributed on the basis of enrollments of children in public schools, private schools, and special schools not counted elsewhere. A per pupil allocation was determined and used to allocate funds to participating private schools to insure participation on an equitable basis.

b. Five percent of the funds available to the school districts was distributed to those districts with the greatest numbers of children from low income families. Only districts with 2,000 or more students identified from low income families were eligible for these funds.

c. Five percent of the funds available to the school districts was distributed to those districts with children living in sparsely populated areas where it is determined that education imposes a higher than average cost per child. The determination of the higher than average cost per child was based on the Basic Pupil Support Ratio set by the State Legislature. This ratio varies for each school district and takes into account the size and locations of schools, the type of programs that have been historically offered, the rural and urban characteristics of the districts, pupil-teacher ratios, and relative costs of transportation and education under the various conditions unique to each district. Only those districts

whose Basic Pupil Support Ratio was 10 percent or more above the average cost were eligible for these funds.

The remaining $452,302 (20 percent) of Nevada's allocation went to state activities. An additional $21,990 from carry forward funds from the previous year were added to this amount, bringing the total to $472,292. A breakdown of funds expended from the state set-aside will be provided separately for the state administered projects in each section of the present report. However, some mention of the funds and activities of state administration of Chapter 2 should be made here since it is a general function and does not fit easily into any of the project categories.

Of the total state set-aside for 1990-91, $112,345 (23.7 percent) was used for state administration. These funds were used for 1.25 professional staff, .5 support staff, travel, operating costs, and costs for the State Advisory Committee. Staff administrative activities included activities related to: writing and submitting the state application to the federal government; the operation and functioning of the State Chapter 2 Advisory Committee; providing information to districts on funding and technical assistance in managing their Chapter 2 programs; providing on-site monitoring visits; and gathering information and writing reports required by the U.S. Department of Education, including the present report. The activities included 83 contacts logged specifically to provide information to districts on managing their grants and 54 contacts relating to processing amendments during the year. An additional 75 contacts were logged in providing technical assistance to districts related to their projects funded under the targeted assistance areas. The four largest districts were monitored on a annual basis, and the other districts were monitored at least every other year. Twelve of the 17 districts were monitored during the year, and 118 contacts were made related to monitoring activities. Private schools also were visited to assure equitable treatment of private school children.

Evaluation Plan

Finally, the evaluation plan for the present report called for all categories of state and local administered Chapter 2 programs to be evaluated. Having made the decision to evaluate *all* Chapter 2 supported projects, it was recognized that a limitation of the present report would be the ability to collect complete evaluative data on all programs. For example, turnover in state staff precluded comprehensive evaluation of programs in Cooperative Learning and Gifted and Talented areas.

All locally administered projects were evaluated using various state-developed instruments. (See *Appendix* for illustrations of instruments.) These instruments were distributed to local staff in charge of administering Chapter 2

projects in each school district. The information on locally administered projects was most often provided by project managers in each district.

Professional Development Projects

State Administered Activities

Nevada expended $121,890 (25.7 percent) of state set-aside funds to support statewide Professional Development activities in the 1990-91 school year. These funds supported the salaries, travel, operating costs, and other administrative costs for: one half-time educational consultant to organize and conduct training to local school district personnel in the methods of using cooperative learning in the classroom; a full-time support staff position to the various consultants for managing Professional Development activities; a quarter-time evaluation consultant to assist local personnel and develop procedures for measuring the effectiveness of professional development activities; and a quarter-time support staff for the evaluation consultant. Also included in state administered Professional Development projects is travel by other state consultant staff to provide professional training to local educators in Effective Schools programs and Gifted and Talented Student programs. These training offerings are reviewed under Schoolwide Improvement Projects and Innovative Projects sections of this document.

The half-time state consultant provided 15 one-to-three day cooperative learning workshops and training sessions during the seven month period prior to leaving the Department in February, 1991. The Cooperative Learning workshops were conducted in the four largest school districts in the state and at a state program at the Nevada Youth Training Center. Attendance counts for these workshops reached 989 educational staff in local educational agencies. The titles and number of workshops and the numbers of educational staff trained appear in *Table 1*. In addition, Peer Coaching, a classroom management workshop, was provided to 40 staff in Clark County School District.

Locally Administered Activities

All of the local professional development projects supported by Chapter 2 funds in Nevada were administered by local public school systems. Since there was often overlap between the regular and the at-risk staff training projects and much of the outcome data collected were the same between these two categories of projects, both will be reported here. The term "at-risk" will be highlighted in discussions where information is provided specific to professional

Table 1. **Cooperative Learning workshops and activities conducted by State staff from July, 1990 to January, 1991.**

Titles	*Number*
Cooperative Learning (5)	370
Beg.Cooperative Learning	90
State Conference	110
Cooperative Learning Math	50
Cooperative Learning Health	40
Coop. Learning Support (2)	180
Coop. Learning for Secondary Teachers (2)	69
Cooperative Learning Session Nevada Reading Week	80

development projects targeting students at-risk for failure.

Ten of Nevada's 17 school districts used Chapter 2 funds to cover costs of providing professional training workshops to their educational staff. Those districts were: Carson City, Churchill County, Clark County, Douglas County, Esmeralda County, Humboldt County, Lyon County, Nye County, Pershing County, and Washoe County. Three of the 10 districts -- Carson City, Clark, and Washoe -- participating in Chapter 2-sponsored professional development programs provided staff training programs directed at helping the at-risk student.

Aside from Washoe County School District, the professional development projects for the other nine school districts reported a combined budget of over $632,490. Over $112,732 of this amount was spent on at-risk training projects in Carson City and Clark County School Districts. Washoe County's professional development budget was included as part of their $251,743.20 Coordinated At-Risk Education (CARE) Direct Service project.

Three thousand thirty-four individuals employed in 268 public schools and 71 members of the community participated in Chapter 2 supported Professional Development programs. Of the school personnel, 93.5 percent (2837) are directly involved with students from pre-kindergarten to twelfth grade -- roughly 30 percent of the 9,553 teachers in these districts. Another 149 administrators, 10 certified staff, three student teachers, and 35 other school

district personnel participated in the Professional Development programs. Of the total number of school personnel trained, 740 staff from 89 schools attended training sessions in the 23 separate programs targeting **at-risk** students in the three districts with such programs. It should be noted that the figures provided here are for illustrative purposes. They may include duplicated counting for some individuals that participated in multiple workshops.

Instructional training programs were directed at such diverse topics as developing interdisciplinary "thematic" units and integrating content across various subject areas to increasing teacher computer skills and integrating computers into the classroom. A number of districts provided training in areas of whole language instruction, alternative math instruction techniques (including math "manipulatives" and activity-based family instruction), and cooperative learning approaches. Other instructional programs involved alternative assessment techniques in writing and mathematics, gender equity, map skills and geography, teacher peer coaching, and new and substitute teacher orientations.

Topics in the **at-risk** training programs included improving academic performance, drug education, social/emotional development of at-risk children, self-esteem enhancement, classroom behavior management and individual behavior plans, increasing interaction skills, human relationship skills, evaluation of student behaviors, and facilitating parenting programs. Although many **at-risk** programs focused on student behavior/discipline and self-esteem, a substantial number of such programs were offered covering alternative assessment and alternative teaching methods in mathematics, science, and language arts noted above. Other, non-instructional training of note involved grant writing, staff supervision, and developing comprehensive guidance programs in schools.

Since the programs provided cover a very broad range of specific topics, an effort was made to group them by the specific educational discipline involved, *if any*. *Table 2* provides a breakdown of the various educational disciplines covered in Chapter 2 supported Professional Development programs. A large percentage of the districts' programs were considered to be interdisciplinary (50.6 percent). The bulk (74.4 percent) of the remainder were classified in traditional academic areas of mathematics, language arts, science, social studies, and reading.

The programs provided were also grouped according to the content area of the training provided. The largest number of programs were directed at advances in instructional methods and discipline/student behavior. Many programs also provided training in cooperative learning. *Table 3* provides a list of the content areas covered in the various training programs supported by Chapter 2 funds.

Table 2. **Classification of Professional Development programs by educational disciplines.**

Category	*Number*
Interdisciplinary	44
Mathematics	13
Language Arts	10
Science	5
Early Education	3
Social Studies	2
Reading	2
Industrial Arts/Applied Technology	2
Guidance/Counseling	2
Art	1
Physical Education	1
Special Education	1
Other	1

Note: Not all training programs involved an educational discipline.

Evidence of Impact

Judging from participant responses, the various in-services and workshops offered were very successful. Participant questionnaires were used to evaluate the effectiveness of the training received by school personnel. Over 63 percent (1913) of school participants completed questionnaires. Of those individuals completing questionnaires, 98.8 percent indicated that they believed that the training was appropriate for their jobs. Five hundred forty-two participants (over 73 percent) in at-risk training programs were included among those completed the questionnaires. Of the at-risk training participants completing questionnaires, 98.7 percent (535) indicated that the training was appropriate for their jobs.

One thousand seven hundred thirty-eight (1738, excluding Douglas County School District) participants also indicated the extent to which they incorporated the skills and information provided in training into their instruction or duties. The overwhelming majority used the training at least twice during the few months between training and the administration of the questionnaire. Of

Table 3. **Classification of Professional Development programs by content area of the training.**

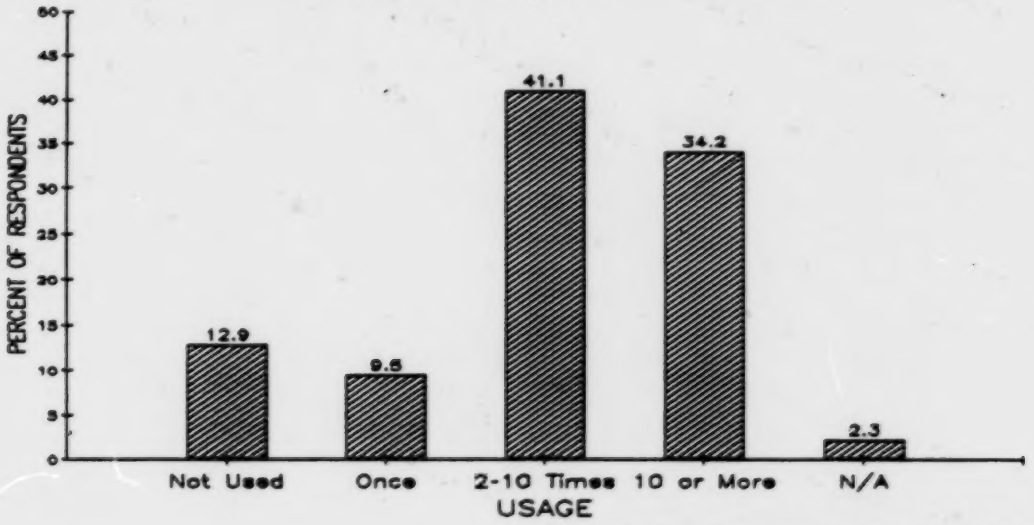
Category	*Number*
Instruction Technology	25
Student Behavior/Discipline	22
Cooperative Learning	15
Student Expectations	10
Exceptional Child	9
Student Self-Esteem	6
Classroom Management	6
Curriculum Development	5
Motivation/Aspirations	5
Restructuring	5
Substitute Teaching	5
Sex Equity/Affirm. Action	4
Drug Abuse	4
School Policy/Procedures	4
Effective Schools	2
Other	6

the respondents on this item, 380 were participants in **at-risk** training projects. As in the overall response to this item, the large majority used the **at-risk** training at least twice by the time that they responded to the questionnaire. *Figure 1* illustrates the overall findings on use of trained skills and program information and *Figure 2* illustrates the findings on this item for the **at-risk** subset of programs.

One thousand four hundred sixty-six (1,466) individuals who participated in training programs that focused directly on instructional practices completed questionnaires. Of those completing questionnaires for programs directed at instructional practices, 78.6 percent (1152 participants) indicated that the *practice* covered in training was incorporated into their regular lesson plan. In Carson City and Clark County, all of the 44 participants who responded to questionnaires pertaining to **at-risk** training that involved instructional practice indicated that the practice was incorporated into their regular lesson plan.

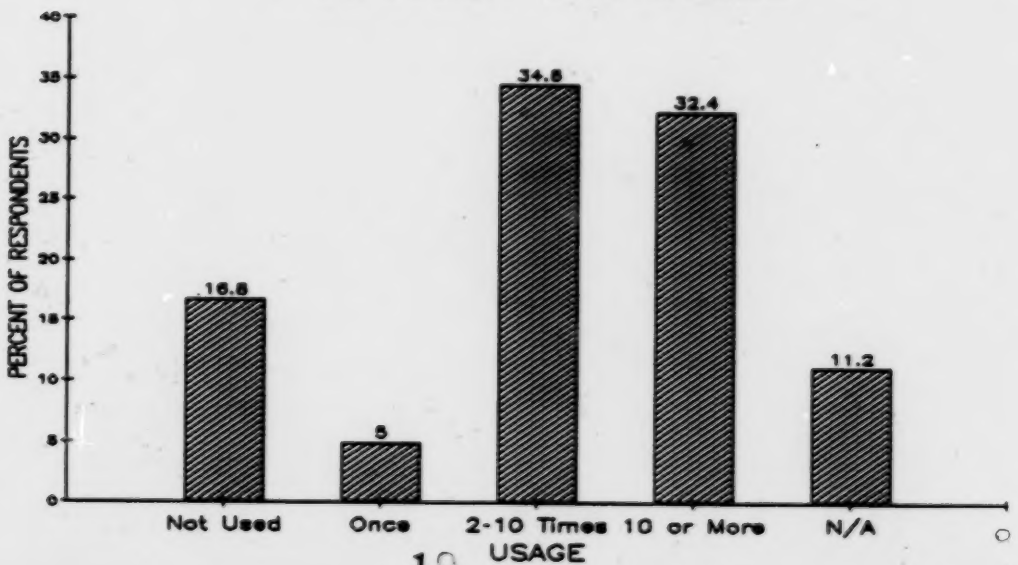
Further, just over seventy percent (1028, excluding Washoe and Douglas County School Districts for which the questionnaire item was "not applicable" or

Figure 1
Participant Use of Program Skills and Information in Instruction and Duties



Does not include Douglas County School District.

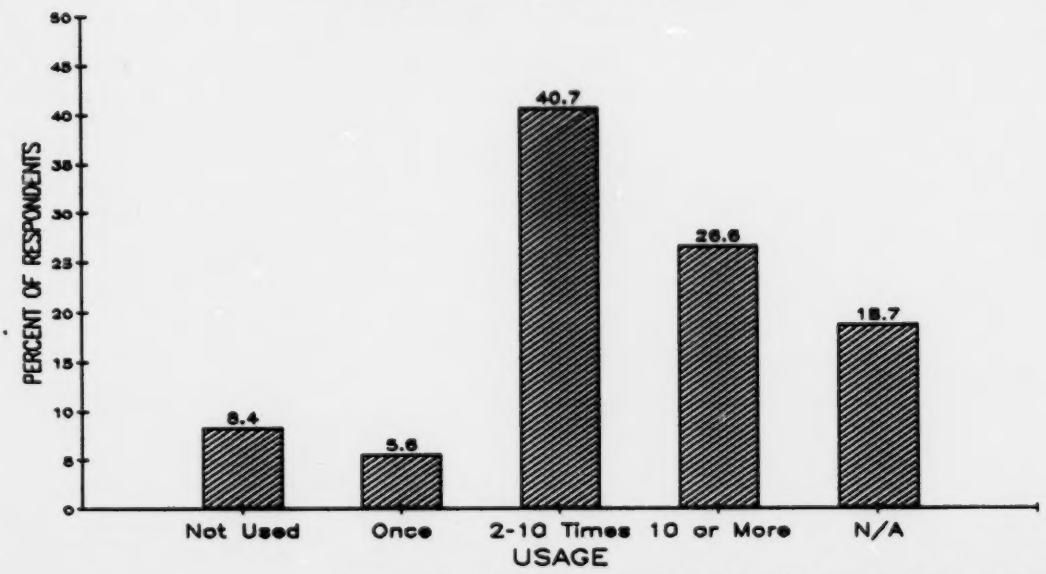
Figure 2
Participant Use of *At-Risk* Program Skills and Information in Instruction and Duties



the information was not available, respectively) of the overall respondents indicated that *materials* used in the such training were incorporated into their regular lesson plan. The overall extent of using program materials by those participants who responded to this item is illustrated in *Figure 3*. Again, a large majority indicated that they used program materials, most more than twice during the brief period between training and the administration of the questionnaire. Of the respondents to this item, most (186) who participated in **at-risk** training programs in Carson City and Clark County School Districts indicated that the questionnaire item was "not applicable." Of the 146 participants who indicated that the use of program materials was applicable to their **at-risk** training programs, again the majority used the program materials from their training more than twice in the short time between training and the administration of the questionnaires. The extent of materials usage from the subset of participants of **at-risk** training programs appears in *Figure 4*.

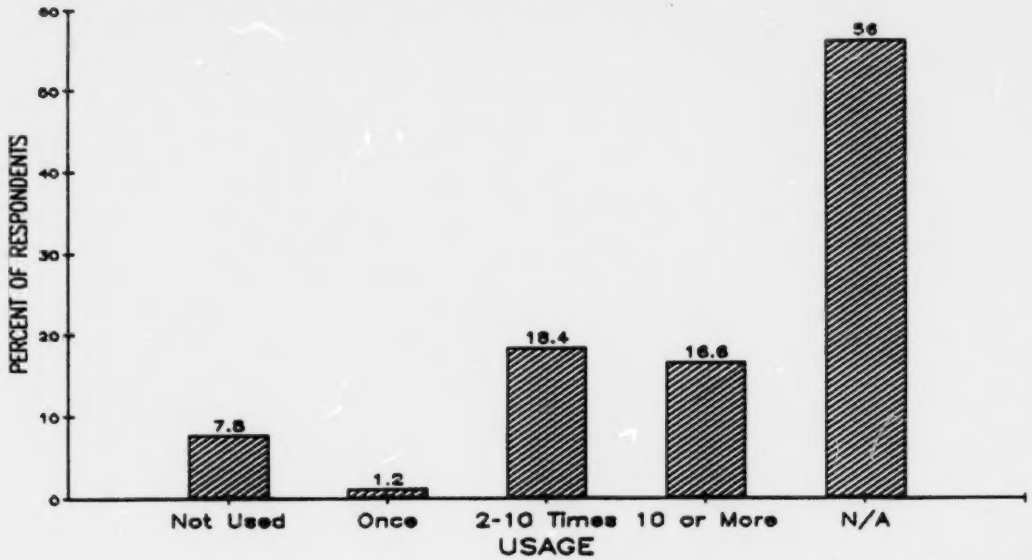
In addition to participant responses to questionnaires, most workshops supported by Chapter 2 funds involved follow-up visits and interviews with participants and with building principals or other supervisors. Such visits provided additional, first-hand evidence of most, though not all, projects' successes in getting materials, skills, and programs implemented into the classroom or into other duties. Other benefits observed or reported include: students getting more work accomplished; teacher observations of increased student concentration, confidence, interest, and enthusiasm; reductions in

Figure 3
Participant Use of Program Materials
in Regular Lesson Plan



Does not include Washoe County and Douglas County School Districts.

Figure 4
Participant Use of *At-Risk* Program Materials in Regular Lesson Plan



Does not include Washoe County School District.

information not disruptive behaviors; improved participation levels and conversational skills; increased accuracy in teachers' assessment of student achievement; and increased cohesion among staff. As with many professional development projects, teachers frequently reported feeling rejuvenated. However, for many projects, evidence of successes or failures and increases in student achievement will not be available until the following year when those programs will be fully implemented.

Finally, program managers were asked to provide written evaluation summaries of individual programs or projects. Most of these summaries evidenced specific, identifiable objectives toward which the training sessions were focused. The most frequent reason given for successful workshops was the opportunity provided in the workshops for teachers to work together to explore and develop new teaching techniques and new materials and technology. Many cited the support of, and feedback from, fellow teachers and from school administrators. The sufficiency of funding provided by Chapter 2 also was cited as critical to the successes of workshops. One area of improvement reported was revising the timing of the workshops to enhance either immediate or greater incorporation into instruction or duties. A major obstacle cited in rural Nevada was the distance travelled to training.

Like the participant questionnaire data, the responses provided in follow-up to the **at-risk** training projects touched upon the elements described above for professional development projects overall. In general, many participants are very enthusiastic about the training that they received. Many noted increases in student performance, enthusiasm, and cooperation and decreases in specific problem behaviors by students and in the incidence of disciplinary action. In addition to the elements cited above, successes were attributed by program managers to participants' interest and enthusiasm for implementing the **at-risk** training programs' objectives into practice. At present, although Nevada's statewide dropout rate continues to fall, concrete, student outcome-based evidence of the specific success of these projects in increasing student achievement and retention remains to be collected.

Materials Acquisition Projects

Locally Administered Projects

Eight of Nevada's 17 school districts participated in projects designed to acquire materials and/or equipment for instructional purposes: Carson City, Churchill County, Elko County, Esmeralda County, Eureka County, Lander County, Mineral County, and Washoe County. A ninth school district, Clark County, administered materials acquisition projects for private schools only.

Carson City School District did not supply information for its public school materials acquisition projects for the present report. Esmeralda County School District, the smallest school district in the state, provided information on a previously devised data collection form and, therefore, their data was often difficult to compile. The information provided here does not include either district. Also, private school projects will be discussed in a separate section below. Since there were no public school material acquisitions projects targeting students "at-risk" of failure *per se*, information on the one such **at-risk** project will be provided in the private schools' section. The term "**at-risk**" will be highlighted in bold face for any information regarding this project.

Ninety-five schools at all grade levels in the six districts benefitted from materials acquisition funds provided by Chapter 2 in the last year. This represents just under 85 percent of all public schools in those districts. A questionnaire item on the number of individuals involved in the materials acquisition projects yielded a figure of 82,768 persons, reflecting an undifferientiated, and somewhat uninformative, mixture of teacher, staff, and student counts.

The Chapter 2 budget reported for instructional materials in the six

reporting districts totaled approximately $187,181. The Chapter 2 dollar figures for most of the reporting districts represented one percent or less of the districts' total materials and/or equipment expenditures. In two of the smaller districts, however, the Chapter 2 funding figures represent four percent (Lander County) and seven percent (Mineral County) of their total expenditures for materials and/or equipment. Half of the reporting school districts allocated funds to schools within the district by formula. Of the others, one selected schools for funding based on identified need. Another rotated funding from one school to another on an annual basis. A third selected schools for funding through a committee decision based on merit.

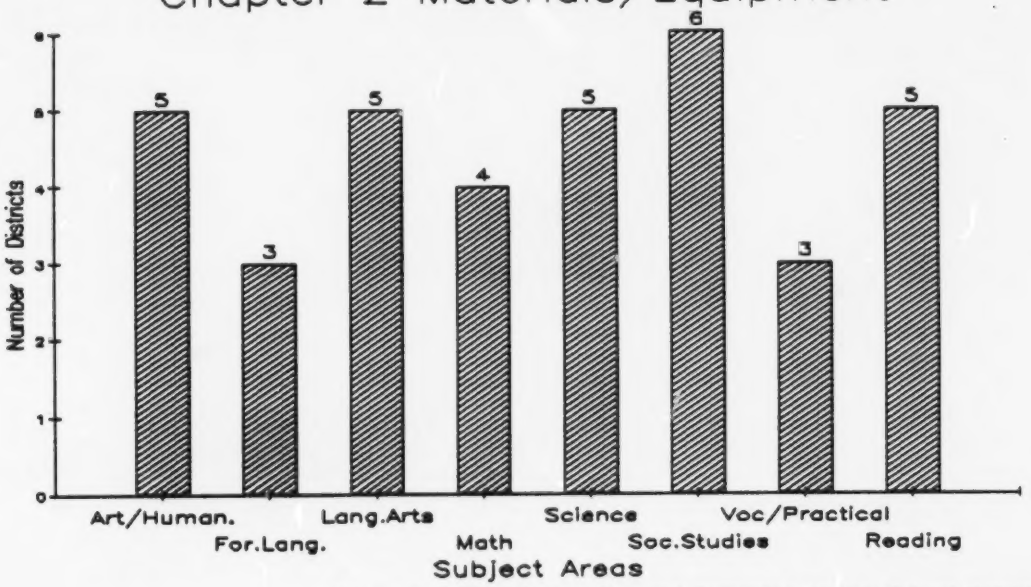
The selection of the specific instructional materials and equipment to be purchased involved decisions by school principals, building-level library/media specialists, and classroom teachers in all reporting districts. The superintendent or other district-level administrators also participated in four of the six districts. Parents and students participated in the materials acquisition process in half of the districts. In two districts, the district-level library/media supervisor contributed to the selection process.

The specific instructional materials acquired in the reporting districts through Chapter 2 funds included: 395 supplemental reading books, 448 reference materials, 5,464 library books, 49 computer software programs, 606 audio/visual aids, 18 sets of manipulative or laboratory materials, and 21 maps and globes. Equipment acquired for instructional purposes included 7 computers, 12 peripheral devices, 15 microscopes, and 3 copy machines.

The number of reporting districts purchasing materials and equipment in each curricular area is illustrated in *Figure 5*. The acquisitions appear to be spread broadly across curricular areas in the six districts, with purchasing patterns appropriate to the resources allocated by Chapter 2. Three districts concentrated their limited funds on purchases in four areas, the configuration of which differed according to the perceived needs of each purchased materials and equipment in each of the curricular areas. Two of these three districts were the largest among the districts participating in the Chapter 2 materials acquisition projects. Each of the remaining three smaller district. The "Other" category, not depicted in *Figure 5,* includes a computer literacy project directed at all three levels of instruction (elementary, middle grades, and high school).

Figure 6 illustrates the levels of instruction toward which the public schools' materials acquisitions were directed. Again the pattern of prudent use of resources is apparent here. The two larger districts and one of the smaller districts spread their materials/equipment acquisitions across grade levels in a number of subject areas: art/humanities, language arts, social studies, and reading. The two larger districts also funded projects in mathematics and science. The largest of the two, Washoe County, selected professional library materials for their staff in each of the subject areas. None of the remaining

Figure 5
Curricular Areas Supplemented by
Chapter 2 Materials/Equipment



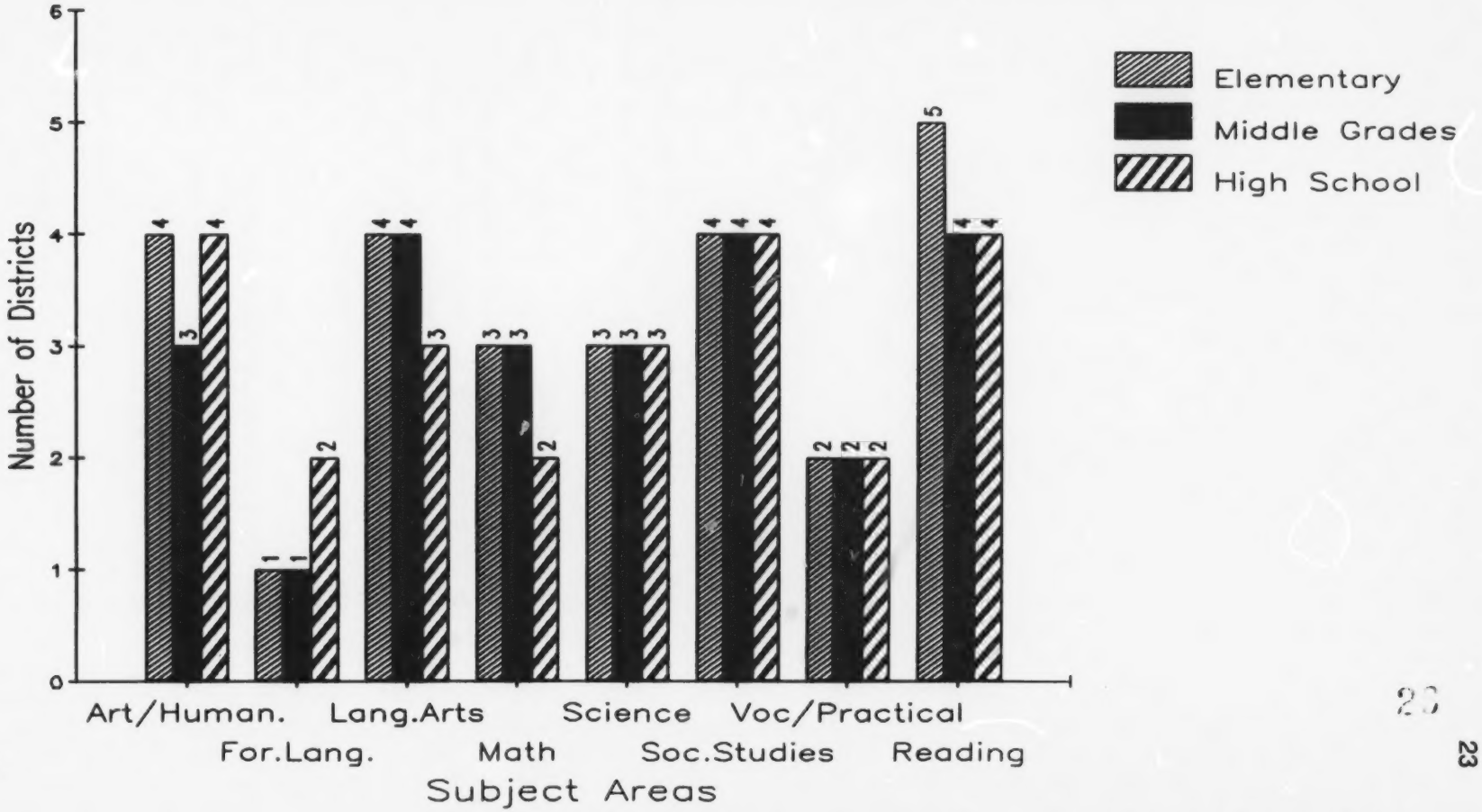
Does not include Carson City and Esmeralda County School Districts.

smaller districts funded projects at all three levels of instruction in any one subject area, with the funding for most areas focusing on one of the three levels.

Evidence of Impact

Districts were asked to indicate the extent to which Chapter 2 contributes to the acquisition of new educational technologies. Most suggested that Chapter 2 funds indeed had opened the door to new educational technologies in their districts. Some of the specific comments provided suggest the efficient and effective selection of materials to support or to develop local educational programs. For example, one district noted that the funds had allowed it to pilot specific programs before risking a heavy investment of county-wide resources. Another indicated the funds had allowed for the initiation of computerized guidance programs at the high school level. Other comments indicated the great need for the supplemental funding in order to support basic instructional practices through the purchase of audio/visual and computer materials, more current and relevant resources, and materials that cover topics in greater depth. In reviewing individual project reports, one universal, sincerely expressed theme is the great appreciation of Chapter 2 funds provided to the schools, especially from the smaller, rural schools throughout the state.

Figure 6
Levels of Instruction Supplemented by Chapter 2 Materials/Equipment



Does not include Carson City and Esmeralda County School Districts.

Evidence of high usage and of positive teacher and student comments, as well as teacher requests for similar projects in the future served as the principal means whereby the districts determined the materials acquisition projects' level of success in achieving their objectives. Such information is valuable in assessing the effectiveness of materials acquisitions projects since for many projects, like library acquisitions, more direct assessment of changes in student achievement are difficult to demonstrate. Also, simple, comprehensive, and systematic demonstrations of increases in student outcomes is difficult given the broad diversity of materials/equipment acquisition projects implemented and their various stated objectives.

On the individual project level, however, direct assessment of impact on students was cited by a number of means such as: student improvements in pre- and post-test measures of student knowledge/skills specific to project objectives, finished projects generated by students such as a student newspaper written and edited by elementary students on purchased equipment, increases in achievement test scores, and increases in the number of books students read. Like the general usage and teacher/staff impression information, the student outcome data collected on specific project objectives suggest that the bulk of these projects were successful in meeting their stated objectives.

Even among some projects that were difficult to assess student outcomes directly, efforts were made to demonstrate student-produced measures of project impact. For example, Lander County School District's secondary program for the purchase of library reference materials and books demonstrated effectiveness through interviews of a sample of students using as a criterion for effectiveness a 75 percent affirmative response to items covering, among other things: library and new book usage, accessibility to non-fiction titles and reference works that the student needed, and impressions of the extent to which they perceived the library as upgraded in that year.

Some additional, unplanned benefits observed as a result of the various materials/equipment projects were reported by the participating school districts. A number cited increases in staff cooperation and interest and in student motivation and interest, the latter noted especially for purchases of computer software. Other benefits included increased support for curricula in use, positive responses from parents, and unforseen uses for equipment and books in a manner consistent with Chapter 2 targeted concerns.

The most frequent reason given for success of these projects was simply the effectiveness of the materials/equipment selected. Areas for improving the impact of projects noted include more thorough promotion of expanded programs and newly acquired materials/equipment with students and greater opportunities for teacher training relevant to the use of the materials/equipment purchased.

One area of relevance in the evaluating impact on many of the projects will be the increased use of automated book/materials check-out systems in order to insure consistent recording of usage in circulation statistics. Such systems are not universally available in Nevada's schools. On a more general level, the significant differences between the materials acquisition projects has precluded any simple compilation of evidence of impact in this report. On the national and statewide administrative levels, some effort must be expended in developing common, objective measures that can be used among the diverse projects in this category to report broad evidence of project effectiveness. Further, districts must be encouraged to provide on a more consistent basis the actual results for student outcome improvements cited for projects in evaluation reports.

Private School Projects

Twenty-one private schools participated in projects designed to acquire materials and/or equipment for instructional purposes. These projects were administered through Carson City, Churchill County, Clark County, and Washoe County School Districts. In addition, a state-sponsored correctional facility school, Independence School at the Nevada Youth Training Center, participated in a materials/equipment project for students at-risk of failure. This project will be discussed in this section, and the term "at-risk" will be highlighted in bold face for any information regarding this project.

The school districts reported that 5,340 private school students benefitted from the materials acquisition projects. The breakdown by grade level was: 368 pre-kindergarten, 1,857 kindergarten through third, 962 fourth through sixth, 1,112 seventh through ninth, 1,005 tenth through twelfth grade students. The at-risk project at Independence High School served an additional 298 individuals -- 28 in grades seven through nine and 270 in grades ten through twelve.

The total Chapter 2 budget reported for materials acquisition projects in the private schools was nearly $37,644, with an additional $1,464 budgeted for Independence High's at-risk project. Funds for materials and/or equipment were allocated by formula. School principals and classroom teachers participated in the selection of specific items in private schools in all four counties and in Independence High. Building-level library/media specialists participated in selection in three counties' private schools and in Independence High. Three counties' private schools reported the participation of parents in the item selection process, and Independence High indicated that other higher level education administrators participated in the selection process.

The specific instructional materials acquired in the private schools through Chapter 2 funds included: 109 reference materials, 1,251 library books, 37 computer software programs, 82 audio/visual aids, 6 sets of

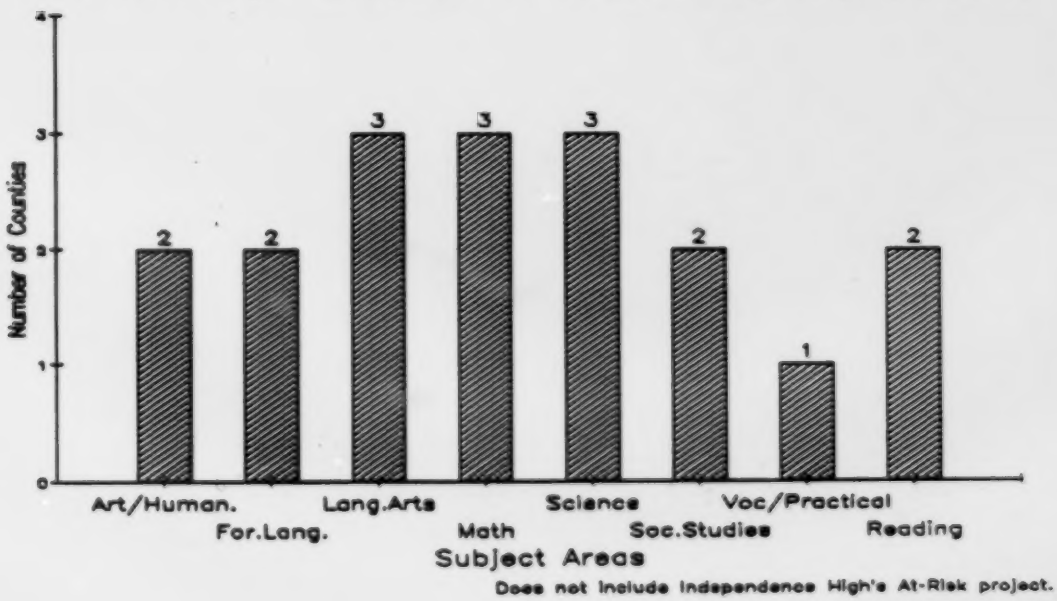
manipulative or laboratory materials, 15 maps and globes, and 10 student activity writing workbooks. Equipment acquired for instructional purposes included three slide projectors, two equipment carts, one overhead projector, one computer viewer, and physical education equipment. The **at-risk** materials acquisition project at Independence High involved the purchase of a computer for broad classroom use at the secondary level.

The number of counties reporting private schools purchasing materials and equipment in each curricular area is illustrated in *Figure 7*. The Other category, not depicted in *Figure 7*, included physical education at the elementary and middle grade levels in one project, journalism materials in another, and health materials in a third. *Figure 8* illustrates the levels of instruction toward which the private schools' materials acquisitions were directed. As in *Figure 7* this data is aggregated for the private schools at the county level.

Evidence of Impact

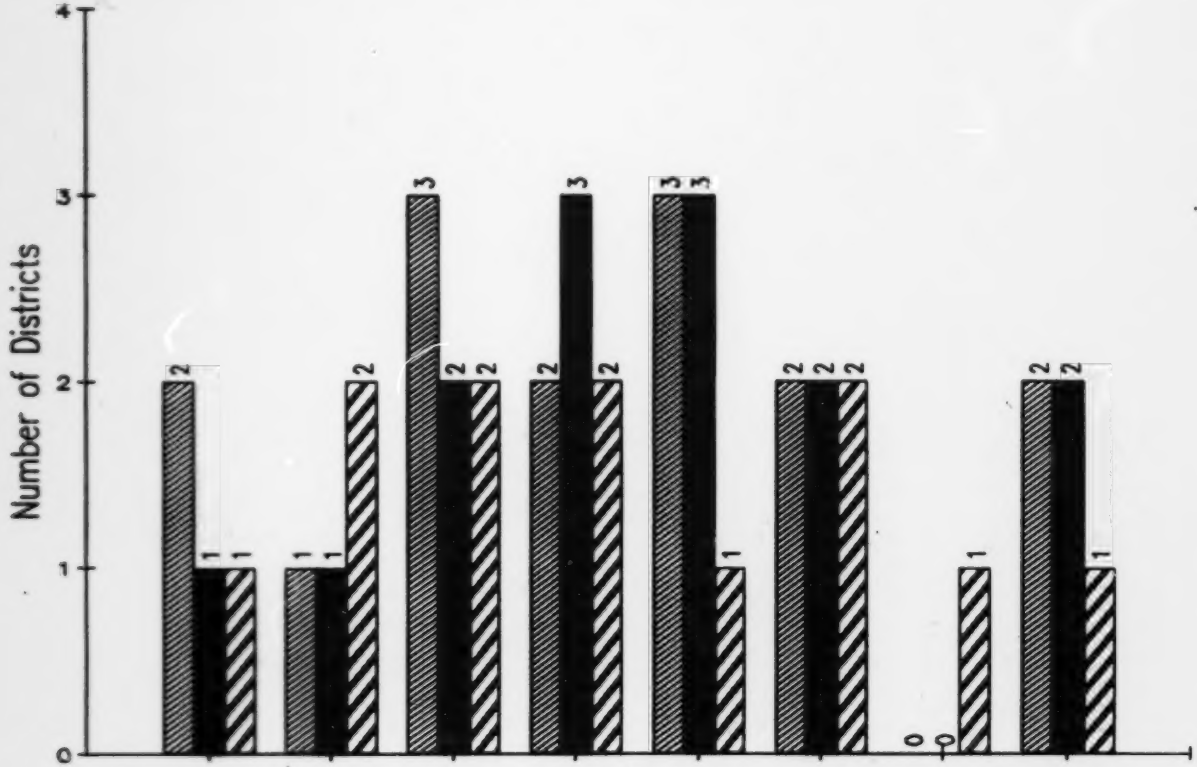
When asked to indicate the extent to which Chapter 2 contributes to the acquisition of new educational technologies, most private schools replied that such funding made possible the introduction of many current resource and educational materials, audio-visual aids, and scientific/technological instructional items into the classroom. Many of these schools indicated their conviction that such updated materials enhance and enrich the educational process for

Figure 7
Curricular Areas Supplemented in Private Schools by Chapter 2 Materials/Equipment



Does not include Independence High's At-Risk project.

Figure 8
Levels of Private School Instruction Supplemented by Ch. 2 Materials/Equipment



Does not include Independence High's At-Risk project.

students and that Chapter 2 funding played a critical role in this regard.

As in the public school projects, high usage and informal teacher observations of student progress were cited most frequently as the principal evidence whereby the private schools determined the materials acquisition projects' level of success in achieving their objectives. Student records, student projects, and student achievement on teacher-constructed tests pertaining to the specific materials used -- in some cases including pre- and post-testing -- were used as evidence of student progress in some of the individual materials acquisition projects, although actual results and data were provided by few of the projects. Another criterion for success was the incorporation of the new materials into teacher lesson plans.

Like the public schools, a number of the private schools reported increases in staff cooperation and in student interest and enjoyment as additional, unplanned benefits observed as a result of the various projects. The most frequent reason given for success of these projects was simply the effectiveness of the materials/equipment selected. Use of modern materials to supplement ordinary classroom materials allowed students to explore current ideas and theories. The schools appreciated the importance of the flexibility allowed them to select their own materials to address their own, most pressing needs. Another factor frequently cited as important in fostering the successes of the projects was the enthusiasm of staff and students toward use of the new materials/equipment. One area cited for improvement is the need for training provided to teachers to make them comfortable with using the materials.

Direct Services Projects

Locally Administered Projects

This section will report the evaluation results for "general" Direct Services projects only. Information on Direct Services projects for students "at-risk" of failure will be reviewed in a following section.

Five of Nevada's seventeen school districts participated in providing Direct Service projects to public school students last year: Carson City, Churchill County, Clark County, Lander County, and Storey County. The total budget for these projects was $127,619. The number of students served and the number of staff and parents involved in these projects appear in *Table 4*. The number of students served and the number of staff involved are greatest for the later elementary grades. Clearly, the number of parents involved in the general Direct Services projects is greatest for elementary school projects.

Table 4. **Demographic data for General Direct Service projects.**

Grades	Students Served	Staff Involved	Parents Involved	Others Involved
K-3	1,249	75	283	2
4-6	4,711	952	222	1
7-9	522	25	2	1
10-12	1,227	74	1	1

Since the most of these projects establish continuing programs, one might expect the number of students participating to increase in following years.

Like other categories of Chapter 2 projects, there was a wide diversity of types of projects conducted. The various projects are categorized by curricular and program areas and by behavioral-social objectives in *Table 5*. The area of greatest activity in these general projects last year was science. A fair number of these projects were establishing various biological and life science labs in elementary school classrooms. Other science projects expanded advanced placement programs or had gifted secondary students trained to teach science concepts to other secondary students and to elementary school students. Some non-science projects of note included: various community mentor projects, parenting training, drug and gang involvement, Native American studies, family reading, special education peer tutoring, publication of student literature, production of humanities and arts videotapes, guidance, alternative assessment for gifted students, and physical education for second graders.

Evidence of Impact

The wide range of differing goals and objectives proposed by the different projects to deliver direct services to students reflects the broad diversity among the projects themselves. Sixteen of the general Direct Services projects met their proposed goals and objectives, and nine projects did not meet their goals and objectives. The various student outcomes proposed for these projects were categorized and the percentage of students showing improvements on each type of outcome are presented in *Table 6*. The total of students targeted will not equal the number of students indicated in *Table 4* since the same student may appear in more than one category in *Table 6* and there were a number of students targeted in various projects that, for various reasons, were never assessed for improvement. These latter students were not included in *Table 6* since the projects' impact on them could not be demonstrated.

Table 5. **Classification of General Direct Service projects by type of program.**

Category	*Number*
Curricular:	
Science	9
Social Studies	2
Reading	1
Language Arts	1
Art	1
Home Economics	1
Interdisciplinary	1
Program:	
Gifted and Talented	2
Parent Training	2
Guidance	1
Special Education	1
Physical Education	1
Behavioral-Social:	
Citizenship	1
Refusal Skills	1

Although many of the instructional projects were designed to address increases in student knowledge, an additional benefit frequently noted was increased student interest, especially in projects involving laboratories or activity-based materials. Also, a number of projects were noted for increased interaction between parents and school personnel. Evidence of increased parent participation was reported in three of the four districts where it was considered as an applicable outcome for their general Direct Service projects. Evidence of greater home-school communication was reported in one of the three districts where it was considered an appropriate outcome for their projects.

Reasons often cited for successes in Direct Services projects were student interest and student involvement. Many of the projects were designed

Table 6. **Expected student outcomes for General Direct Service projects.**

Types of Outcomes	Students Targeted	Students Improved	Percent Improved
Curricular:			
Test-Specialized Curricular	1,518	1,388	91.4
Behavioral Measurement	42	42	100.0
Student Presentation	9	9	100.0
Program:			
Behavioral Measure	38	15	39.5
Student Survey	230	227	98.7
Assessment Package	3,771	3,771	100.0
Academic Grades	13	10	76.9
Behavioral-Social:			
Applied Skills	38	38	100.0
Physical Fitness	74	74	100.0

to elicit student involvement whether in individual or class projects and achievements or, in a few of the projects, as tutors of other students. Also, parental involvement, wise selection of supplemental materials, and promotion of newly available services were cited as instrumental in successful projects.

Areas for improvement include better timing of direct services projects to allow for greater or more immediate impact, reconsideration of timing of grant approval, and better communications between schools. In projects involving students teaching others, such students could benefit from exposure to in-service training in classroom management and structuring of the classroom environment.

At-Risk Programs

Last year, six of Nevada's seventeen school districts participated in providing Direct Service projects to public school students at risk of failure: Carson City, Churchill County, Clark County, Lander County, Lincoln County, and Washoe County. The total budget for these projects was reported at $401,371. Further, private schools were funded to provide Direct Services

projects to "at-risk" students in Clark County. The number of students served and the number of staff and parents involved in these projects for public and **private** school programs appear in *Table 7* and *Table 8*, respectively. Unlike "general" Direct Services projects which tended to be directed at the elementary level of instruction, most at-risk Direct Service projects tended to be directed at the high school level.

The various at-risk projects conducted last year are categorized by curricular and program areas and by behavioral-social objectives in *Table 9*. Unlike the emphasis on science in the general Direct Services projects, the curricular areas with the greatest amount of project activity in these at-risk projects were mathematics and reading. Five of the eight mathematics projects identified in *Table 9* were **private** at-risk projects. Also, unlike general Direct Service projects, emphasis was placed on guidance programs and on behavioral/social outcomes.

Table 7. **Demographic data for Public At-Risk Direct Service projects.**

Grades	Students Served	Staff Involved	Parents Involved	Others Involved
K-3	3,482	147	286	57
4-6	2,771	178	11	2
7-9	1,726	60	--	20
10-12	11,936	103	--	22

Table 8. **Demographic data for Private At-Risk Direct Service projects.**

Grades	Students Served	Staff Involved	Parents Involved	Others Involved
K-3	--	--	--	--
4-6	50	6	--	--
7-9	48	4	--	--
10-12	12	1	--	--

Table 9. **Classification of At-Risk Direct Service projects by type of program.**

Category	*Number*
Curricular:	
Mathematics	8
Reading	4
Science	1
Language Arts	1
Industrial Arts/ Applied Tech.	1
Program:	
Guidance	5
Occupational Education	2
Special Education	1
Cultural Diversity/ESL	1
Library	1
Classroom Management	1
Behavioral-Social:	
Social Behavior	11
Dropout Prevention	3
Attendance	3
Elem. Ed. Volunteers	1

One program developed a comprehensive at-risk program that was coordinated extensively with parents and the community and with local, state, and national programs for at-risk students. Within that district, a classroom behavior management consultant was available for teachers, counselors, and principals for assistance with designing individualized intervention strategies, in-service training, and monthly newsletters. Additional efforts were directed at multi-cultural awareness programs, at securing and administering grants, and at short-term, intensive early intervention with parental education and counselling and referral to community services.

A number of smaller programs provided individual and small group guidance for at-risk students that were directed broadly at student self-esteem, conflict resolution, coping skills, parental education, and referrals to community services. Other guidance-related programs focused on specific areas of self-improvement such as attendance, social skills training, gang and drug involvement, study skills, and awareness of post-graduation career opportunities. Such programs used counselors, volunteers, and interns, and a number used peer support contacts. Some were based upon direct reward of positive behavior, whereas others provided social contacts through mentoring or contacts of the sort described above. One program made extensive use of school success videotapes for students targeted by absences, truancy, and behavioral problems. Another made extensive use of students clubs (e.g., homework, science, art, music, video, and reading/drama) to build students' self-confidence. Programs focusing on awareness of job opportunities and opportunities for further learning/training after graduation exposed students directly to various industries and, in some cases, provided some limited training within the projects. In one case, targeted at-risk students in junior high schools were recruited into technical programs at an area trade and technology center.

Projects that focused upon improved academic performance frequently used tutoring and extended day activities. One program offered training in academic subjects and special education in a six week summer school program that was coordinated with various social service and recreational agencies. Remedial tutoring in the various projects was provided in reading, math, science, language arts, and social studies. The math projects often made use of whole language approaches, math manipulatives, and family math. All five private school projects employed computer-assisted math instruction.

Evidence of Impact

After review of Chapter 2 funded Direct Service projects and their outcomes, local administrators and project managers indicated that 30 public school at-risk projects met their specific goals and objectives, while nine public school at-risk projects failed to meet their goals and objectives. All five of the Chapter 2 funded private school at-risk projects reported meeting their goals and objectives for the projects. The various student outcomes proposed for these projects are categorized and the percentage of students showing improvements on each type of outcome are presented in *Table 10*. As in the previous section, the total of students targeted will not equal the number of students indicated in *Table 7* and *Table 8* since the same student may appear in more than one category in *Table 10* and there were a number of students targeted in various projects that, for various reasons, were never assessed for improvement. These latter students were not included in *Table 10* since the projects' impact on them could not be demonstrated.

An additional benefit noted repeatedly in the at-risk Direct Service

Table 10. **Expected student outcomes for At-Risk Direct Service projects.**

Types of Outcomes	Students Targeted	Students Improved	Percent Improved
Curricular:			
Test-Standardized Achievement*	122	103	84.4
Test-Specialized Curricular	246	218	88.6
Behavioral Measurement	51	31	60.8
Teacher Survey	51	42	82.3
Grade/GPA Change	187	115	61.5
Attendance	51	34	66.7
Program:			
Test-Standardized Achievement	12	12	100.0
Behavioral Measure	110	80	72.7
Student Survey	39,019	23,044	59.1
Parent/Teacher Survey	243	243	100.0
Individual Project	30	30	100.0
Case Management Survey	159	107	67.3
Specialized Equipment Operation	10	10	100.0
Behavioral-Social:			
Attitude/Self Concept	147	118	80.3
Attendance	159	137	86.2
Graduation/Staying in School	108	66	61.1
Academic Achievement/GPA	61	52	85.2
Knowledge of Consequences of Self-Destructive Behavior	96	90	93.8
Career Awareness	96	37	38.5
Applied Skills	55	39	70.9
Academic Course Enrollment	32	25	78.1
Homework Completion	35	35	100.0

*Includes 91 improved students out of 110 targeted (82.7%) in private projects.

projects was the increased opportunity for individuals in the community to participate in the schools' educational programs. With regard to parents, evidence of increased participation was reported in all four school districts where parental participation was considered an applicable outcome of their projects. Evidence of positive effects on home-school communication was reported in all five school districts where it was considered an applicable objective of their at-risk projects.

Reasons noted for successful projects include frequent contact with parents, student interest and enthusiasm, the additional attention received by at-risk students, and staff communication. A few projects noted the need to improve purchasing procedures to alleviate the delays in acquiring necessary supporting materials.

Schoolwide Improvement Projects

State Administered Activities

Nevada expended $119,345 (25.2 percent) of state set-aside funds on 1.25 professional staff, .25 support staff, travel, operating costs, and other administrative costs for the state administered Effective Schools program. Of the professional staff, two half-time educational consultants provided assistance to public schools in the implementation of the effective schools process. Their principal activities were conducting training for local school leadership teams and assisting schools in determining strengths and weaknesses and planning for improvement. The remaining quarter-time evaluation consultant and the quarter-time support staff were assigned the responsibility of assisting schools with assessments and interpretations of data and with the evaluation of the effectiveness of the program.

The bulk of the present discussion will focus on the training provided by the two education consultants. However, part of the activities of the evaluation consultant in this area have resulted in development of the evaluation system used to report on Effective Schools projects in this document. The results reported in the Local Administered Activities section below were derived from an evaluation instrument piloted in Clark County School District. A considerably revised instrument that focuses on student outcomes will be used broadly across the state next year, as well as expansion in training to include the use of evaluation in Effective Schools projects.

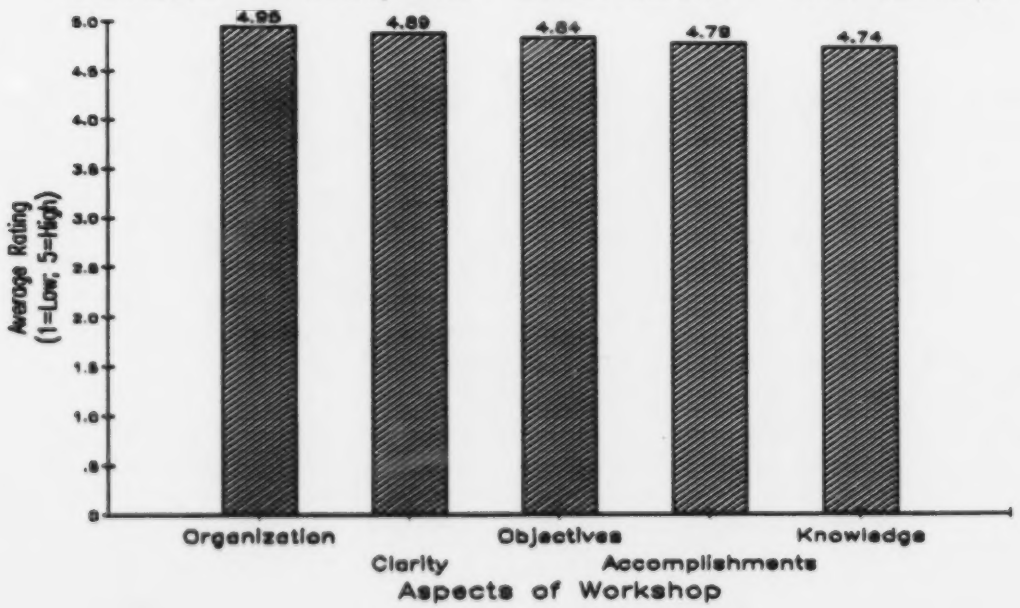
Fourteen schools were targeted to begin the effective schools program during the 1990-91 school year. Of these, 12 schools in six school districts initiated the program during the year, and two other schools participated in

follow-up reassessment. The twelve new schools had a total student population of 11,684. Five of the schools are elementary schools, five are junior high schools, and two are high schools. Eleven of the twelve schools had remained actively involved in the Effective Schools program by the spring of 1992.

The Nevada Department of Education's (NDE) Effective Schools consultants held two Principals' Orientation workshops in the northern and southern sections of the state for 35 administrators and team leaders during the year. Following the workshop, participants were asked to rate the presentation on organization, clear and understandable communication, clearly stated objectives, accomplishment of objectives, and participants' increased knowledge of the major activities that are a part of the Effective Schools process. A summary of the workshop evaluations by participants in the Southern Nevada Principals' Orientation workshops appears in *Figure 9*.

NDE's staff then provided separate training tailored to the characteristics and needs of the individual schools. An initial Faculty In-service presentation provided an entire school's staff with an overview on effective schools research and the goals of the Nevada program. The Faculty In-service presentations were made to 95 staff members during the year. The overview is followed by two hours of Team Training in how to administer staff and student surveys, how to summarize results, and other preparation for the following two-day analysis and planning sessions. Such Team Training was provided to 41 staff during the year. Participants rated the Team Training workshops on the same criteria

Figure 9
Participants' Evaluation of Southern Nevada Principals' Orientation Workshop



used to evaluate the Principals' Orientation workshops. A summary of the evaluation of the various Team Training workshops appears in *Figure 10*. Like the Principals' Orientation, participants considered the Team Training workshops to be clear and well organized, as accomplishing their objectives, and as increasing participant knowledge of the major activities that are part of the Effective Schools process.

The two-day, 16 hour Analysis and Planning workshops feature the development of a mission and goals, activities to achieve goals -- based on in-depth analysis of staff and student surveys, and future planning for implementation. Fifty-four school staff participated in Analysis and Planning workshops during the school year, and 15 staff attended a Future Planning Workshop. Thirty-seven staff were in attendance at the two Reassessment workshops. In addition to organization, clarity, objectives, and accomplishment of workshop objectives, participants rated the Analysis and Planning Workshops on their usefulness to, and support for, participants in their role as a Self-Assessment Team member and on the extent to which the workshops enhanced their personal motivation for their schools' efforts in the program. The two-day workshops, like the other workshop evaluations above, are highly rated, as illustrated in *Figure 11*.

In Clark County School District where Effective Schools projects are funded with local Chapter 2 money, the Nevada Department of Education staff train local staff to serve as Effective Schools trainers. During the previous year,

Figure 10
Participants' Evaluation of
Team Training Workshops

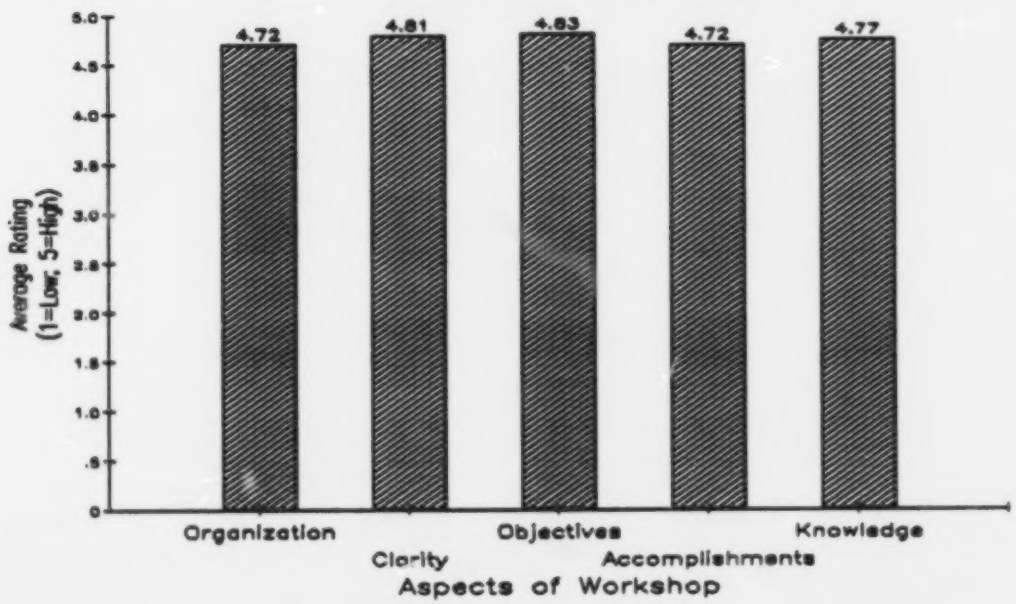
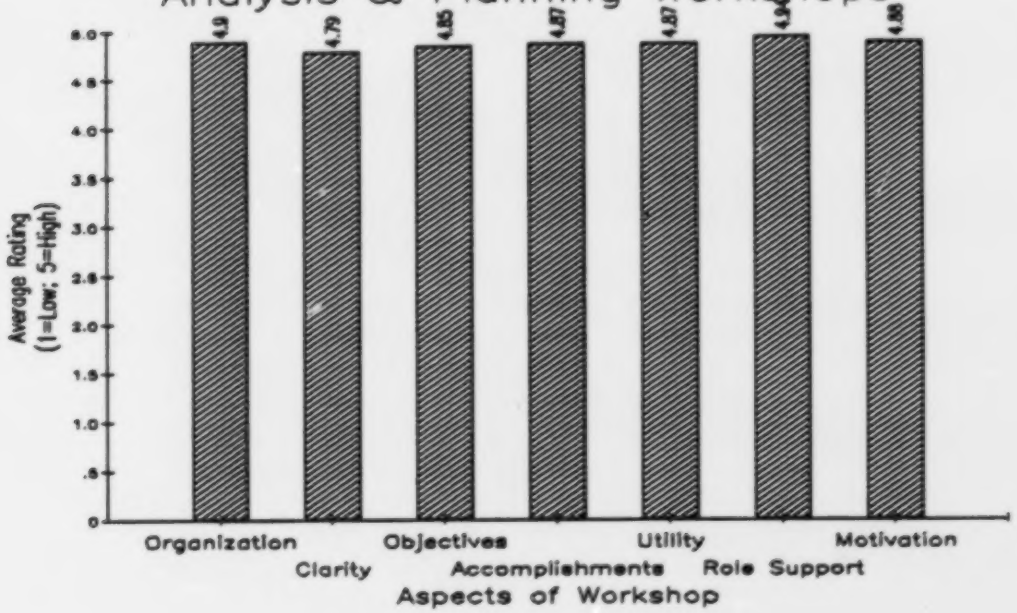


Figure 11
Participants' Evaluation of
Analysis & Planning Workshops



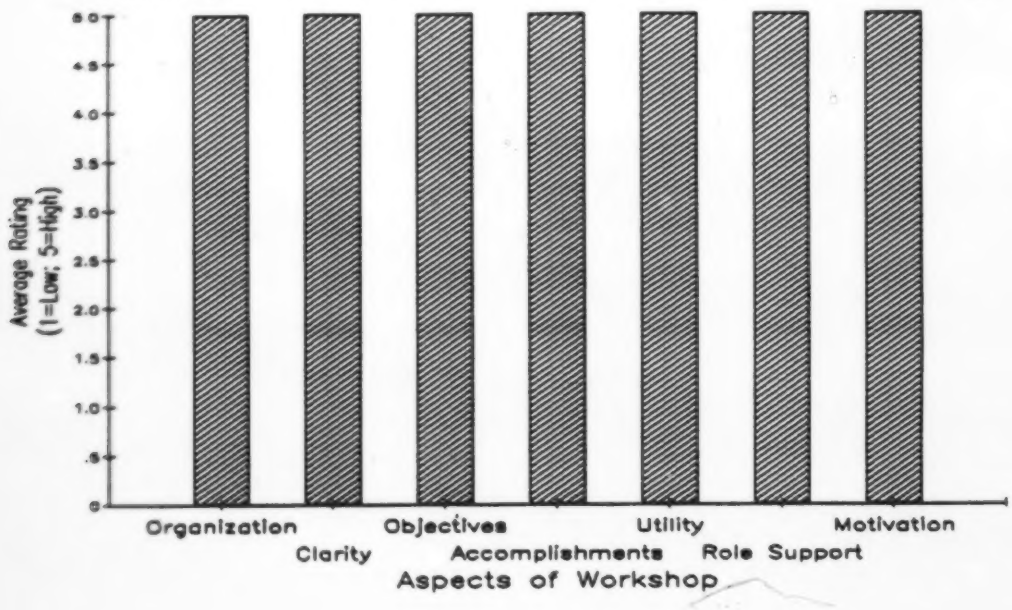
there were 14 trainers in the district, and ten attended a Training of Trainers Refresher workshop conducted by NDE staff during the year. Participants rated the Training of Trainers Refresher workshops on the same elements used for the Analysis and Planning workshops above. As illustrated in *Figure 12*, all participants gave each element of the workshop the highest rating.

Locally Administered Activities

Of the 17 school districts in Nevada, only Clark County School District administered an Effective Schools project with local Chapter 2 funds. Like other Effective Schools efforts across the state, the Clark County project received considerable guidance and developmental efforts from consultants at the Nevada Department of Education.

Seventeen participating schools in Clark County responded to the Nevada Department of Education's request to provide evaluative information on a form devised by the Department. The responding schools were comprised of nine elementary schools, two sixth grade centers, four junior high schools, one regular high school, and a vocational high school. Combined, the responding schools reflect all grade levels, K-12. Four of the nine elementary schools and

Figure 12
Participants' Evaluation of
Training of Trainers Refresher Workshop

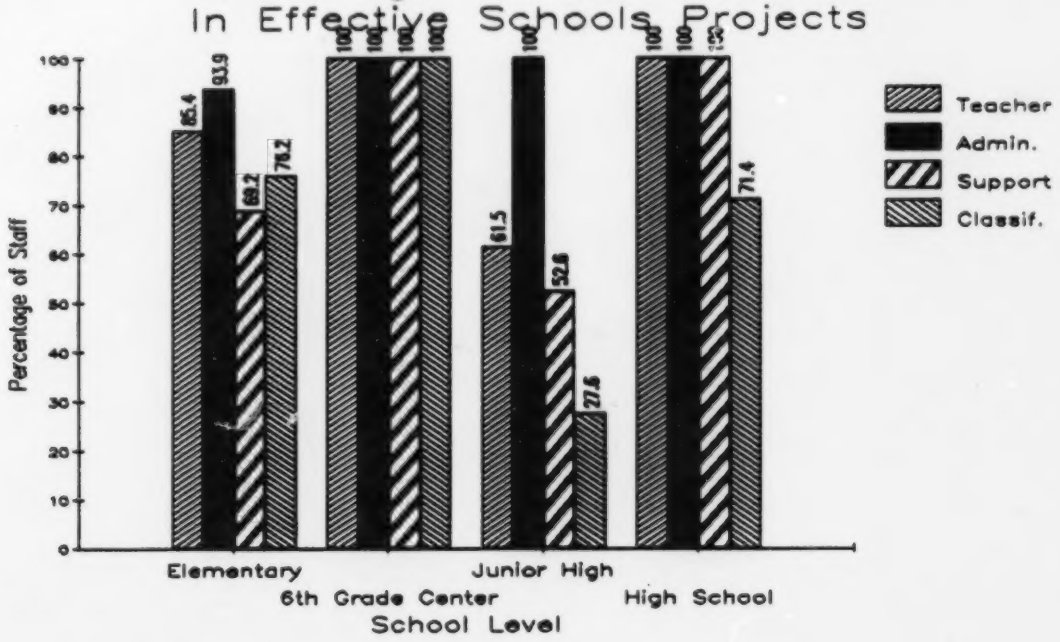


one of the two sixth grade centers are **"At-Risk"** schools as defined by the school district. Although there are a large number of schools engaged in Effective Schools projects across the state *all of the information provided under Locally Administered Activities is restricted to the 17 responding schools in Clark County*. **At-risk** school information will appear in bold-face type.

Roughly $15,235 of the district's Chapter 2 money were spent at these schools, often to defray the costs of substituting for teachers attending training in Effective Schools. Each school expended $923, except one elementary school which spent only slightly over $466. Of the total amount of Chapter 2 funds expended on Effective Schools activities in the schools, $4,615 was spent in the five **at-risk** sites.

Seven hundred eighteen of the 869 teachers (82.6 percent) at the reporting schools were involved in the Effective schools projects. All but one of the 41.5 administrators (97.6 percent) at these schools were involved in the projects. Sixty-three of the 88 support staff (71.6 percent) and 67 of the 107 classified staff (62.6 percent) were involved in Effective Schools. The overall percentages of total staff involved is broken out by school-level in *Figure 13*. In the **at-risk** schools' portion of the staff figures reported above, the following participation levels were observed: 175 out of a total of 188 teachers, 6.5 of a

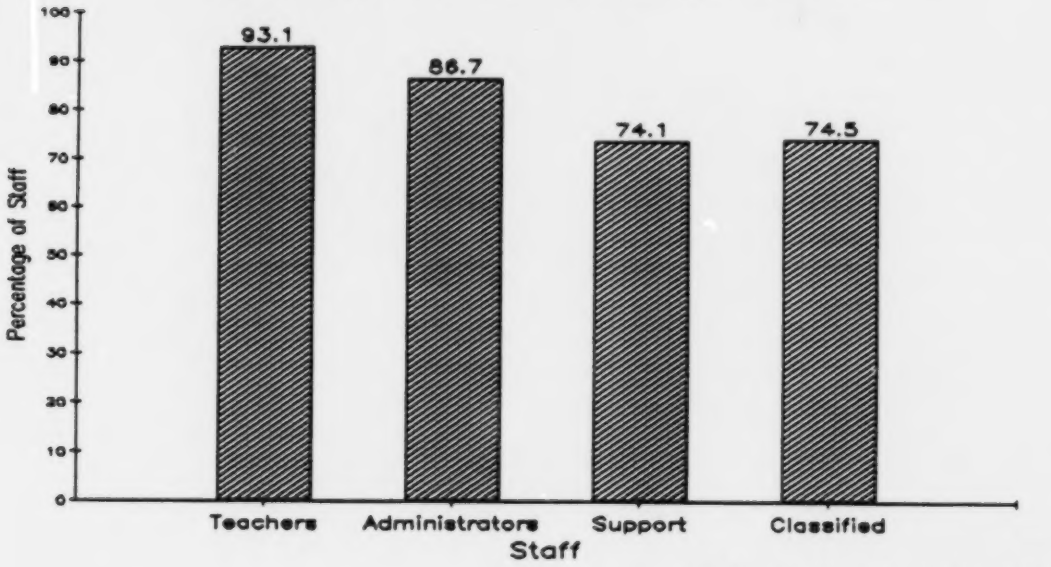
Figure 13
Percentages of Staff Involved
In Effective Schools Projects



total 7.5 administrators, 20 of 27 support staff, and 35 of 47 classified staff. The percentages of staff involved in the **at-risk** schools combined across the elementary schools and the sixth grade center is illustrated in *Figure 14*.

All of the 16,292 students enrolled in these schools were considered to have been affected by the Effective Schools project. Six thousand seventy-eight of these students were at the elementary school level (K-5), 1,411 were at sixth grade centers, 5,336 were at junior high schools, and 3,467 were at the two high schools. Seven thousand eighty-four students (45.9%) were directly involved in the Effective Schools projects. *Figure 15* illustrates the percentage of total student population directly involved in the Effective Schools projects at each level of schools. Clearly there was a greater level of direct participation at the elementary grade levels (elementary schools and sixth grade centers) than at the secondary levels (junior and senior high schools). This difference is reflected in difference in length of time that the various grade levels had been participating in the program. All elementary schools and sixth grade centers had participated for two to three consecutive years, whereas the junior and senior high schools had participated for one year with many having just completed the planning stages for the project. However, within the elementary grade levels, there appears to be a difference in the percentages of students directly participating in the project between regular and **at-risk** schools (see

Figure 14
Percentages of Staff Involved In
At-Risk Elementary Schools



Includes at-risk sixth grade center.

Figure 15
Percentages of Students Directly Involved
In Effective Schools Projects

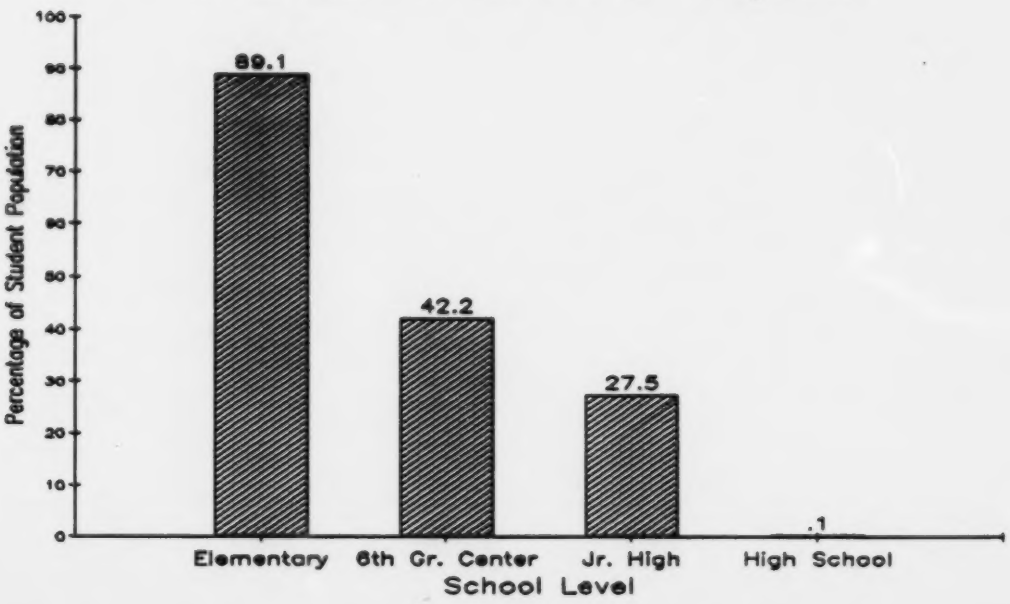
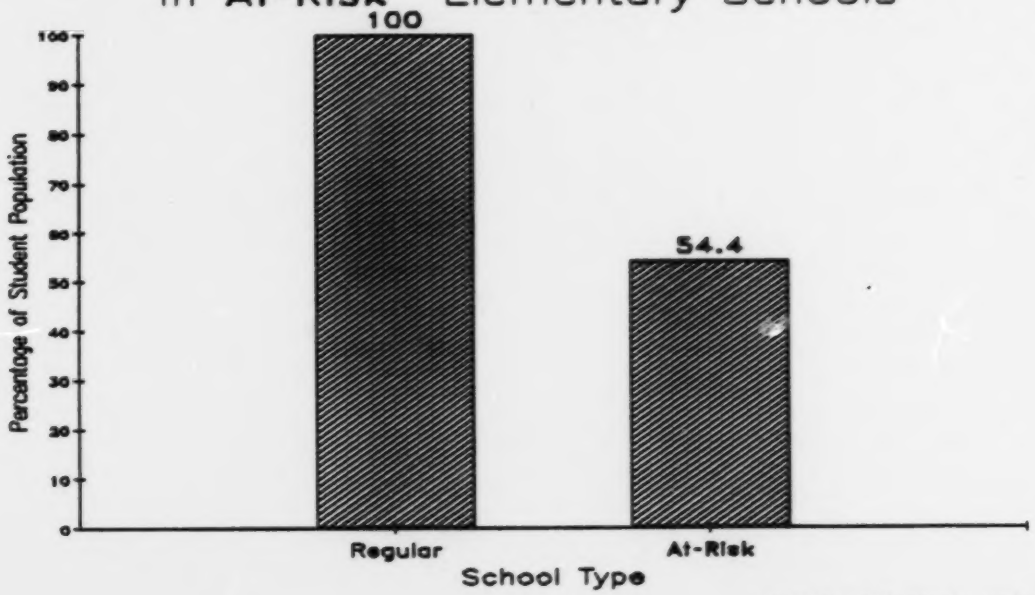


Figure 16). Since none of these schools were in their first year of participation, the difference in direct student participation levels cannot be dismissed as the **at-risk** schools being in the planning stage of an Effective Schools project.

Much like the pattern for direct student participation, parental participation was highest at the elementary level, especially in the elementary schools that were not determined to be at-risk schools. Three hundred sixty-five parents (nearly 10 percent of total student enrollment) participated in the projects at the five "regular" elementary schools. Their activities included taking parenting courses, purchasing parenting manuals, assisting in the classroom and conducting classroom learning demonstrations, painting and grounds work, constructing equipment and displays, and assisting in other school-wide activities. In contrast, 29 parents (slightly over 1 percent of total student enrollment) participated in projects at the four **at-risk** elementary schools. Their activities mostly involved providing input into developing a safe school environment, with one parent tutoring students and providing maintenance for computer equipment. At the one "regular" sixth grade center, 12 parents provided input into planning school environment, and no parents were reported as participating in the project at the other **at-risk** sixth grade center. Fourteen parents participated in strategy teams and training to provide school orientation to other parents in the projects at the four junior high schools. Two parents served on the steering committee at one of the high schools.

Similarly, nine representatives from five businesses served as

Figure 16
Percentages of Students Directly Involved
In **At-Risk** Elementary Schools



Includes sixth grade centers.

mentors/tutors for students at the five "regular" elementary schools, whereas no representatives from businesses and the outside community participated in the programs at the four **at-risk** elementary schools. Two businesses contributed a patriotic shrine at the "regular" sixth grade center, and no outside participation was reported for the **at-risk** sixth grade center. Two representatives from the outside community provided input on a curriculum proposal and served as speakers at the junior high school level, and three outside representatives served as members of the steering committee in one of the high schools.

Goals and Activities

The Effective Schools goals pursued in the seventeen schools appear in *Table 11*. The goals pursued by each school clearly differed according to their stage of development in the Effective Schools program. As might be expected, five of the six schools (83 percent) in their first year of participation chose promoting school-level planning, instructional improvement, and staff development. Two first year schools selected achieving a safe and orderly school environment, and no other goal was selected by more than one of the

Table 11. **Number of schools pursuing Effective Schools goals.**

Number of Schools	*Goals*
10	Achieving a safe and orderly school environment that allows teachers and pupils to focus efforts on academic achievement.
8	Promoting school-level planning, instructional improvement, and staff development.
7	Achieving a climate of expectation that virtually all children can learn under appropriate conditions.
4	Increasing the academic achievement levels of all children and particularly educationally deprived children.
4	Achieving an ongoing emphasis on the acquisition of basic and higher order skills.
3	Achieving continuous assessment of students and programs to evaluate the effects of instruction.
1	Developing and demonstrating positive mental, physical, and social behavior by each student.
1	Increasing the benefits to each student of active relationships with parents or guardians and the community.

first year schools. In contrast, eight of the ten schools selecting achieving a safe and orderly school environment and six of the seven schools selecting achieving a climate of expectation that virtually all students can learn were in their second or third consecutive year of participation in the program. Three of four schools selecting both increasing academic achievement levels and emphasizing the acquisition of basic and higher order skills were second or third year schools. All three schools selecting continuous assessment of students and programs were second year schools. No school reported selecting as a goal the achievement of strong and effective administrative and instructional leadership. The goals selected by the four elementary schools and one sixth grade center considered as **at-risk** schools appear in *Table 12*.

The most frequent activities directed toward promoting school-level planning, instructional improvement, and staff development were the formation of subcommittees and steering committees to plan subcommittee assignments and the development of planning documents and guidelines. Areas of concern addressed in these planning committees and documents included, for example: staff development, business/industry partnerships, discipline, student goals and study skills, self-esteem, public relations, parental and community involvement, school climate and environment, at-risk students, and field trips guidelines. Other activities carried out in individual schools included: block scheduling of teacher preparation periods to allow grade-level meetings, curriculum planning, and program coordination; introduction of broader, more varied programs into the curriculum; establishing a mentor program for new teachers; development

Table 12. **Number of *At-Risk* schools pursuing Effective Schools goals.**

Number of Schools	*Goals*
4	Achieving a safe and orderly school environment that allows teachers and pupils to focus efforts on academic achievement.
3	Achieving a climate of expectation that virtually all children can learn under appropriate conditions.
2	Achieving continuous assessment of students and programs to evaluate the effects of instruction.
1	Promoting school-level planning, instructional improvement, and staff development.
1	Achieving an ongoing emphasis on the acquisition of basic and higher order skills.

of a elementary faculty council; and various faculty directed activities such as breakfasts and newsletters designed to promote communication and faculty involvement.

One of the largest areas of Effective Schools activity was directed at achieving a safe and orderly school environment. Improvements to buildings and grounds was a common activity at these schools. Classrooms and buildings were painted and renovated, logos, mottos, and murals were painted on walls, playground equipment was repaired and painted, new bulletin boards were hung, flowers planted, new fire alarms installed in one case, and, in another, sandboxes installed, rest rooms renovated, and ceilings lowered. Another common activity involved the standardization of school, classroom, and playground rules, which then were prominently posting at the schools. Along this same line, student handbooks were developed or revised and were distributed to parents, and school rules were printed on citation reports sent home to parents. In many cases, the students were empowered to mediate in problematic and disruptive behaviors as conflict managers on playgrounds and as hall and lunch monitors. Litter control was an activity for all students in a number of the schools. Various rewards (e.g., "gotcha" slips, buttons, luncheons, and lunchroom trophies) were used in a number of schools to reinforce students' positive behavior. School spirit was promoted through fun days, school t-shirts, and competitions for spirit banners. Among the numerous other activities initiated at individual schools, two especially notable. One school initiated a drug awareness and education program using puppets and songs. Another established a school-wide assistance team comprised of teachers who would screen children referred with behavior or academic problems and then would implement a course of action to resolve the problem.

Another active area dealt with establishing a climate of expectation that all students can learn under appropriate conditions. Most of these activities involved the issuing of awards, prizes, and certificates to students who excelled in academic areas and to students who had shown significant improvement in their academic achievement. These awards were presented frequently in ceremonies and assemblies, often with parents and community leaders present. The students also were recognized by a number of other means such as sending letters to parents, having pictures appear in school newsletters and local newspapers, and having names and/or school work posted on bulletin boards. One school instituted a teachers recognition program for exemplary efforts by teachers with students and parent groups. Another school developed a school support group for at-risk students from divorced families. A further activity to address this goal was the establishment of programs to reward students for the amount of time spent reading outside of the classroom.

The goal of increasing academic achievement levels of all children was addressed most often by tutoring programs. This tutoring was frequently provided by other students of more advanced grade standing (e.g., junior high

and high school students and upper-class elementary students) and was directed toward academic areas. However, in one case, a parent provided academic tutoring for at-risk students and, in another, a staff member provided character building presentations. One of the sixth grade centers used interdisciplinary team teaching methods administered in resource and self-contained classes. Both academic and special education teachers were included on these teams.

The establishment of student organizations (e.g., Math Club, Honor Choir, Art Club) was frequently used to address the ongoing emphasis on acquisition of basic and higher order skills. These organizations were exposed to various activities and presentations, and they often performed in district competitions and at local functions. Also, in one of the elementary schools, a reading program at the beginning of each day was established for every student. In the vocational high school, English and vocational teachers responded to a need identified by a survey and developed a technical writing class to be used for fourth year English credit.

Finally, alternative assessment methods, such as student portfolio assessment, were used in schools selecting the continuous assessment of students and programs as a goal for their Effective Schools projects.

Evidence of Impact

Most of the evidence of impact of these programs for this first evaluation were provided subjectively by staff at the school sites. More consistent/ structured school-wide instructional programs and, especially, increased faculty communication, morale, cohesion, and involvement with school planning and projects were cited as results of activities to promote school-level planning. The student organizations were considered successful in emphasizing the acquisition of skills, and teachers' commitment to the activities was credited with their success.

A frequently reported outcome of efforts to achieve a safe and orderly school environment was a reduction in student discipline problems. Revisions and increased visibility of school rules were reported to have created a more stable and orderly environment in which school policy and procedures are more consistently administered. Increases in appropriate behavior, especially among K-3 students, accompanied the various rewards systems instituted in the schools. Reports from the schools indicate that the physical improvements have enhanced the learning climate and increased the physical safety of students. The principal overall outcomes reported most frequently by these schools were increases in student and staff morale and an increased sense of community and ownership of the schools by students and staff. The commitment of the staff to effective schools planning and to daily project activities is most often credited for the success of efforts to achieve a safe and

orderly school environment.

The tutoring programs were reported to have impacted student achievement and fostered a more positive attitude about school in participating students. The set of character building presentations were reported to have decreased the number of discipline referrals and increased teachers' reports of positive classroom behavior at the school where it was implemented. A limitation reported for one of these programs was a lack of sufficient available space to work. Another program that used upper-grade students as tutors reported scheduling problems with these tutors and inadequate staff time to train these students as tutors as factors limiting the success of their program.

The various academic awards and reading activities directed at creating a climate of expectation for student learning success were reported to have been received positively by both students and parents. Numerous awards and certificates were issued, and increased staff and student morale was indicated, as well as an expectation that achievement will be rewarded. The support group for **at-risk** students from divorced families reported that all participating students finished the school year.

Overall, subjective reports from the various schools suggest that the Effective Schools program has had a positive impact. These impressions provide a good initial indication of the benefits of the program. However, such information should be supplemented by more concrete indicators in assessing further progress in program. Indeed, to be truly effective, a school must monitor concrete student outcomes in order to adequately assess the strengths and weaknesses of specific activities. For the 1991-92 school year, a new evaluation form for Effective Schools projects will be piloted. In addition to the number of dollars spent, number of students/staff served, activities, and impressions of impact, this new form will ask for numerical indicators of improvement in areas such as discipline referrals, absences, playground injuries, dropouts, parent/teacher conferences, and student achievement in standardized tests of reading, mathematics, and writing.

At-Risk Students Projects

State Administered Activities

The State of Nevada expended $27,234 (5.7 percent) of state set-aside funds to provide assistance to school districts in identifying populations at risk of school failure and of dropping out of school. Aside from travel and operating expenses and indirect costs, the funds acquired 25 percent of the efforts of an Evaluation Consultant to provide technical assistance and special

reports and 25 percent of one support staff person to assist with the preparation of reports and forms and to disseminate information to school districts, other agencies, and the public.

One of the principal goals of the state administered effort was to get a grasp on the extent of the dropout problem in Nevada, the reasons for students dropping out of Nevada's schools, and the categories of students at the greatest risk of dropping out of school. The most visible outcome of this effort was the report of *Nevada Public High School Dropouts*. The report covered student withdrawals statewide and in each school district in Nevada.

Although national efforts will be extended in the future to collect non-mandated student dropout data from each state, Nevada's Dropout Report project has been a Chapter 2 initiated activity. The dropout accounting is directed toward monitoring rates and characteristics of school dropouts, provide information to districts regarding school dropouts, and to help stimulate districts and local communities to address this issue in order to reduce the rates of failure to retain students in school.

All student withdrawals from the student count date in September until the count date the following year were collected from every school that contains any of grades nine through 12 in the State of Nevada. The sex and race of the students withdrawing from school were recorded and student withdrawals at each school were categorized into 21 types based upon the reason for withdrawal. Although no training sessions was provided in the 1991 school year, training of data input staff at each school on the appropriate counting and classification of student withdrawals occurs on a regular basis, with the next set of sessions scheduled for Spring, 1992. Thus far the project has been successful in obtaining cooperation in the data collection effort from every appropriate-level public school in Nevada.

The resulting report provided dropout rates for each school district and analyzed school dropouts by sex, ethnicity, and reason for dropping out. Both the report and an accompanying summary pamphlet were presented to the State Board of Education, distributed in each school district, and released to the press. The report received considerable media attention, and last year the consultant received, and honored, requests to present the findings to local community groups. Since publication of the report, the issue of school dropouts has been a focused topic of local concern each spring, and strategies to reduce the rate have been addressed in most of Nevada's counties. Much of the efforts have been initiated by the public school system, but a number of community groups, such as the Children's Cabinet in Washoe County, also have established programs to address the problem. Nevada's annual dropout rate for grades 9-12 have dropped from 9.5 percent to eight percent, in large part due to the concerted effort by public schools and local community groups.

Locally Administered Activities

All Chapter 2 supported local activities to address the needs of students at risk of failure in school fell into one of the four categories of projects addressed above: Professional Development, Materials Acquisition, Direct Services, or Effective Schools. The dollar amounts expended, numbers of students affected, concerns addressed, activities initiated, and evidence of impact for these projects appear in discussions of those areas. The At-Risk portions of the evaluations in each major project area are highlighted in **boldface** type.

Other Innovative Projects

State Administered Activities

Nevada expended $93,478 (19.7 percent) of state set-aside funds on state administered innovative projects to enhance the educational program and climate of schools. These funds were used to cover the salaries, travel, operating costs, equipment, and indirect costs of staff. Included here were: one full-time consultant in the area of services to gifted students; one quarter-time education consultant to provide technical assistance and information to the school districts and other branches in the Department of Education on innovative projects; and one half-time support staff position to provide technical assistance to consultants working in innovative project activities, prepare special reports, and to disseminate information to local school districts, other agencies, and the public.

Gifted and Talented

The basic responsibilities of the education consultant assigned to administer the Gifted and Talented programs were to provide leadership and assistance to local school districts, parents, and others to initiate and expand services to gifted students. Such activities include meeting with local coordinators of programs for gifted students, assisting in the creation of parent/advocacy organizations, and, especially, coordinating statewide activities for gifted students. This last activity included conducting the State Finals Competition for the Odyssey of the Mind program and coordinating the National Science Scholars program, the Department of Energy Summer Science program, and the Governor's Institute for Gifted and Talented Students.

Much of the consultant's duties appeared to be initiating planning and activities for major gifted and talented projects, accumulating materials and resources to support the projects, managing the coordination and setup for the

various events, and maintaining the necessary coordination with groups involved in the various programs regionally and nationally. Also included was the training of individuals to provide services for the different gifted and talented projects. During the 1990-91 school year, the consultant conducted a number of workshops. Seventeen professionals were trained at A Gifted and Talented Math Workshop, 95 individuals were trained in conducting and coaching Odyssey of the Mind competitions, and 13 university staff were trained in preparation for the Governor's Institute at both campuses of the University of Nevada.

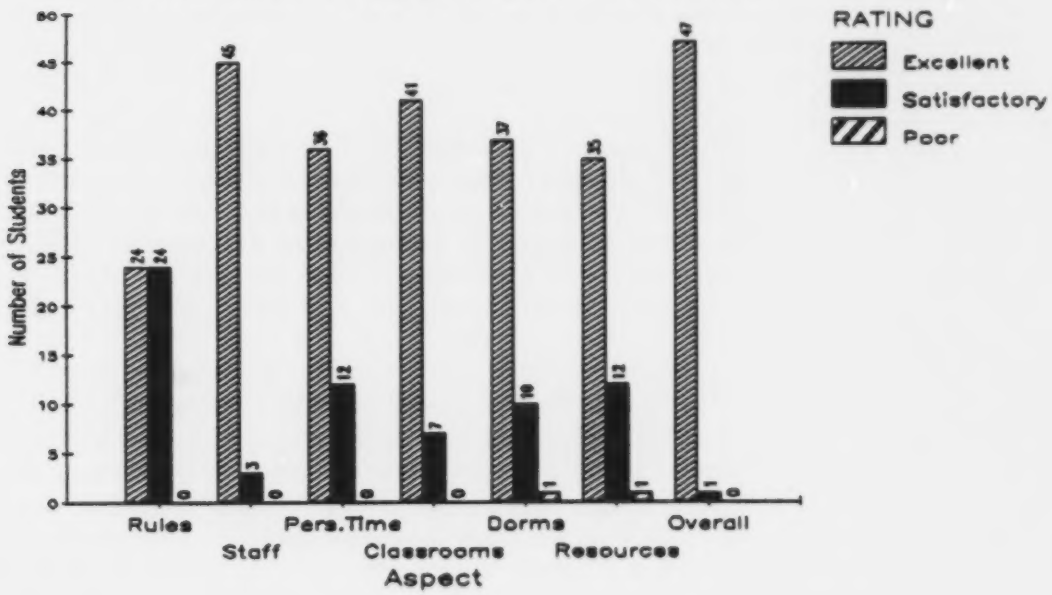
Although the consultant is no longer with the Department of Education, there was good information available on one of the more interesting programs organized at the state level rather than at a regional or national level -- the Governor's Institute for Gifted and Talented Students.

The Governor's Institute is a good example of using Chapter 2 funds in coordination with funds acquired from the state, endowments, and private contributions in the service of student enrichment experiences. The Institute was a week-long summer program that allowed gifted and talented high school students to stay on a college campus and be exposed to a series focused presentations and seminars provided by university faculty and outside authorities. The topic for the summer of 1991 was historical, cultural, economic, and future issues surrounding ecology and the environment. Ten seminars on different aspects of the environmental issue were provided to participants at each university site. In addition, the high school students were exposed to presentations on such pragmatic post-secondary topics as college selection, applying to college, and financial aid. During their stay, students also were provided with recreational activities, field trips, and an ice cream social with the presidents of the universities.

Two institutes were held during the summer of 1991 -- one at each university campus of the University of Nevada System. Students were nominated to participate on the basis of outstanding academic performance/potential, creativity, social and emotional maturity, and commitment to the week-long program. Twenty students from 19 high schools in 11 school districts participated in the program at the University of Nevada in Reno and 30 students from 13 high schools in five school districts participated at the University of Nevada, Las Vegas.

Students were asked to rate seven areas of the Institute, including rules, staff, classroom and dormitory environment, and availability of resources, materials, and equipment. (See *Figure 17.*) Over 99 percent of the responses were ratings of excellent or satisfactory, with nearly 79 percent of responses rating these aspects of the Institutes as excellent. Of greater significance in terms of impact on students were abundant participant comments provided about the Institutes. Students frequently cited as outstanding, in order: the

Figure 17
Governor's Institute for Gifted & Talented
Student Evaluation, Summer 1990



peer support and exchange of ideas, exposure to college faculty and the quality of presentations, learning about significant environmental issues, exposure to college life, and the Shakespeare play provided at the University of Nevada in Reno. Perhaps the most impressive aspect in reviewing student comments was the very high level of enthusiasm expressed, with a large number indicating that this was one of the significant events in their young lives.

Other Innovative Projects

Other Innovative Projects supported by Chapter 2 funds included State Technical Education activities, the Nevada Young Writers and Artists project, the Nevada Young Readers project, the Nevada Reading Week, and a planning committee to develop innovative approaches to use of libraries.

In State Technology Education, funds were used to acquire training materials for district and state personnel and to conduct training activities. The materials and training focused on the following areas: hardware and software for instructional programs; multimedia instructional applications; hardware and software for managing Chapter 2 programs; distance learning programs (i.e., satellite transmission, electronic bulletin boards, and PBS programming); and

general technical assistance on technology related questions. Thirty school district personnel and thirty-five state-level personnel received direct support. Over 393 training contacts were logged. In addition, reports and information were generated for consideration by state legislators and others involved and interested in technology and education.

The Nevada Young Writers and Artists project culminated in an attractive 152 page book containing the short prose, poems, and artwork of 262 kindergarten through twelfth grade students in public and private schools from across the state. Each county was allocated a number of slots in the publication based upon student population, and art and writing coordinators and selection committees in each county assisted with the submission process.

The Nevada Young Readers program involved students nominating books for an award. Students in 87 Nevada schools nominated books to be placed on one of three reading lists: Primary, Intermediate, and Young Adult. A committee of 25 teachers and librarians read the books and selected eight books in each category. The three lists of eight books were sent to all schools and public libraries in the state for students to read. When students read four or more books in a category, they were allowed to vote on their favorite. The school with the highest percentage of student participants was allowed to present the selected book's author with an award (one in each category) at a luncheon put on by the Nevada Library Association. Approximately 22,000 student votes reportedly were cast in the 1990-91 school year. This figure is over 10 percent of Nevada's public school population for that year. The program was clearly innovative, and apparently successful in stimulating reading among Nevada's students.

Likewise, the Nevada Reading Week was an attempt to stimulate reading in students. Actually, the activities involved in this program extended well beyond the first full week in March when the major event took place. A year in advance, the theme was selected by votes of the various International Reading Association councils in Nevada, the Nevada Reading Week committees in northern and southern Nevada, and the Nevada Library Association's School and Children's section. Two conferences featuring presentations by authors were held for teachers and librarians in January and February. Three hundred fifty-four teachers and librarians attended the Nevada Reading Week Conference in Reno, and over 500 attended the conference in Las Vegas. During the Reading Week itself, there were various contests and promotions held in the schools to get children to do more reading. During the Reading Week, many schools brought in speakers and storytellers for students. Although data from all of the schools on the effectiveness of the program have not been collected, it remains an extremely popular annual program throughout schools in the state.

Finally, the technical planning committee for libraries met three times

during the year. This committee engages in planning for the automation of school libraries, attempts to determine the most efficient use of technology in libraries, and initiates efforts to coordinate with programs and libraries and other agencies in order to conserve resources. The outcomes for technology in the libraries throughout the state remain to be assessed.

Overall Conclusions

The evaluative information collected for this report suggests that the Chapter 2 supported projects throughout Nevada were highly effective in delivering educational services and materials to students and educational staff in schools throughout Nevada. A large percentage of educational staff have been trained in a wide range of relevant Professional Development areas, including numerous **at-risk** programs, and there is follow-up evidence that the training, information, and materials are being used repeatedly in the classroom. Materials Acquisition funds provided by Chapter 2 opened the door to new educational technologies in both public and private schools, and most expressed a sincere appreciation of the materials acquisitions funds provided to the schools, especially the smaller, rural schools throughout the state. Nearly three-quarters of public and private schools met broadly ranging goals and objectives for their Direct Services projects, including **at-risk** projects, and demonstrated improvement in student outcomes as measured by standardized achievement tests, specialized curricular tests, grade changes, teacher surveys, and a variety of behavioral-social measures. The Effective Schools program has be initiated in a significant number of Nevada schools, including schools identified by the individual districts as **at-risk** schools, but the results of this effort in terms of student outcomes will not be evaluated until next year. Added to these major program areas, Innovative Projects for **at-risk** populations, gifted and talented students, writing, art, and reading show signs of success.

The evaluation effort extended in producing this report has proved to be a valuable activity. Current plans call for similar evaluations to be carried out on an annual basis. The quality of the information gathered for the report and the feedback provided to local projects should improve over time in future reports. The present report should be considered as a reflection of initial efforts to gather evaluative data on Chapter 2 programs. The instruments used to pilot the collection of information in all areas -- especially in the area of Effective Schools -- are currently in the process of being revised to provide clearer outcome data on student outcomes and improvements in the quality of educational services provided to students in Nevada. Similar evaluative instruments are being developed in order to improve consistency between the various projects administered by the Nevada Department of Education.

Advisory Committee's Comments

The Nevada State Chapter 2 Advisory Committee reviewed a rough draft of the Evaluation Report in their meeting on December 3, 1991 and a final draft in their meeting on March 10, 1992. The members commended the Nevada Department of Education on the quality and comprehensiveness of the document. They also wished to commend the school districts for their participation and cooperation in providing such detailed and comprehensive information. It was suggested that the report provided an effective basis for establishing the quality of the efforts extended in Chapter 2 projects in rural and urban, and in public and private, schools throughout the state. The motion to accept the report was passed unanimously.

Appendix

PUBLIC SCHOOLS

CHAPTER 2 EVALUATION REPORT
PROFESSIONAL DEVELOPMENT

DISTRICT SUMMARY FORM

School District: _____

1. Number of Public Schools with individuals who attended Professional Development Programs: _____

2. Number of individuals involved with the following grade levels:

Pre-K ____ K-3 ____ 4-6 ____ 7-9 ____ 10-12 ____ Admin ____ TOTAL _____

3. Number of programs in the following disciplines:

_____ mathematics
_____ science
_____ Language Arts
_____ social studies
_____ reading
_____ art
_____ guidance
_____ physical education
_____ industrial arts/applied technology
_____ early education
_____ foreign language
_____ gifted and talented
_____ ESL/cultural diversity
_____ special education
_____ interdisciplinary
_____ other academic discipline
_____ counseling

4. Number of programs that provide training in the following areas:

_____ curriculum development
_____ instructional technology
_____ motivation/aspirations
_____ exceptional child
_____ student self-esteem
_____ student expectations
_____ classroom management
_____ cooperative learning
_____ wellness
_____ sex equity/affirm. action
_____ student behavior/discipline
_____ drug abuse
_____ effective schools
_____ school climate
_____ school/policy/procedures
_____ assessment
_____ restructuring
_____ other

5. Number of individuals, across programs, who completed questionnaires: _____

   a) How many felt training was appropriate for them: _____

   b) How many incorporated the skills/information into their instruction/duties:

Did not use _____
One time _____
2-10 times _____
10 or more times _____

6. Provide numbers on the following only if program involved instructional practice:

Number of individuals, across instructional programs who completed questionnaires: _____

Number of individuals who indicated that practice was incorporated into regular lesson plan: _____

7. Number of individuals who indicated they used program materials:

Not applicable to program	_____
Did not use	_____
Used one time	_____
2-10 times	_____
10 or more times	_____

8. Number of individuals who indicated that materials were incorporated into regular lesson plans _____

9. Total Chapter 2 Budget for Professional Development Projects: $_____

10. On a separate, attached page for <u>each</u> of the major Professional Development projects (1-1/2 page maximum per project), provide information regarding the following:

    a. A list of program objectives proposed for the project;

    b. Project activities and the types of services provided;

    c. Students and staff members served (including grade levels and any special groups served);

    d. The extent to which each proposed program objective was achieved and the methods used to assess achievement of objectives;

    e. Illustrations of how student achievement and the quality of educational services were improved; and

    f. Reasons for successes or failures.

The following item is OPTIONAL.

11. In the space below, (and on the back of this page if necessary, limiting your response to no more than 1-1/2 pages), please identify a Chapter 2 funded Professional Development project, if any, that would serve as an exemplary project. Describe those services, activities, and benefits to students and staff members that have been made possible through supplemental Chapter 2 funds that otherwise would not have been available. Please include in your response any additional information that was not covered in the summary of the individual project regarding:

    a. The major objectives and accomplishments of the project;

    b. Students and staff members who participated (including grade level and any special group(s) served);

    c. Major activities undertaken; and

    d. Evidence or indicators of positive student or staff outcomes.

PUBLIC SCHOOLS

CHAPTER 2 EVALUATION REPORT MATERIALS AND/OR EQUIPMENT FOR INSTRUCTIONAL PURPOSES

DISTRICT SUMMARY FORM

School District: _____

1. Number of schools involved: _____

2. Number of individuals involved in the following grade levels:

Pre-K ____ K-3 ____ 4-6 ____ 7-9 ____ 10-12 ____ Admin ____ TOTAL _____

3. On what basis are funds for materials and/or equipment allocated within the district:

_____ By formula to all schools or to selected school?
_____ Only to selected schools based on identified need?
_____ Other basis, please specify: _____

4. Persons involved in the selection of the specific items:

_____ District-level library/media supervisor
_____ Superintendent or other district-level administrators
_____ School Principals
_____ Building-level library/media specialists
_____ Classroom teachers
_____ Parents
_____ Students
_____ Other, please specify: _____

5. Numbers of materials and/or equipment acquired

Materials for Instructional Purposes:

_____ Supplemental textbooks
_____ Supplemental Reading
_____ Reference material
_____ Library books
_____ Computer software
_____ Audio/visual materials

5. Numbers of materials and/or equipment acquired, cont'd

Materials for Instructional Purposes, cont'd:

_____ Manipulative or laboratory materials

_____ Maps and globes

_____ Other, please specify: _____

Equipment for Instructional Purposes:

_____ Computer, monitors, keyboards

_____ Peripheral devices

_____ Other, please specify: _____

6. What curricular area(s) and level(s) were supplemented by Chapter 2 materials and/or equpiment:

Subject	LEVEL(S): Elementary	Middle Grades	Secondary	Other (write in)
Art/Humanities _____	_____	_____	_____	_____
Foreign language _____	_____	_____	_____	_____
Language Arts _____	_____	_____	_____	_____
Mathematics _____	_____	_____	_____	_____
Science _____	_____	_____	_____	_____
Social Studies _____	_____	_____	_____	_____
Vocational and Practical Arts _____	_____	_____	_____	_____
Reading _____	_____	_____	_____	_____
Other, specify: _____	_____	_____	_____	_____

7. What indicators of program effectiveness are used by the district to determine the level of success in achievement of project objectives?

8. What additional (unplanned) benefits were observed as a result of the project? For example, increased student interest or attendance, increased staff cooperation, ect.

9. What percentage of the districts' materials and/or equipment expenditures are provided by Chapter 2: _____% (best estimate)

10. To what extent does Chapter 2 contribute to the acquisition of new educational technologies

11. Total Chapter 2 Budget for Materials Acquisition Projects: $_____

The following item is OPTIONAL

12. In the space below, (and on the back of this page if necessary, limiting your response to no more than 1-1/2 pages), please identify a Chapter 2 funded Materials and/or Equipment for Instructional Purposes project, if any, that would serve as an exemplary project. Describe those services, activities, and benefits to students and staff members that have been made possible through supplemental Chapter 2 funds that otherwise would not have been available. Please include in your response any additional information that was not covered in the summary of the individual project regarding:

    a. The major objectives and accomplishments of the project;

    b. Students and staff members who participated (including grade level and any special group(s) served);

    c. Major activities undertaken; and

    d. Evidence or indicators of positive student or staff outcomes.

PUBLIC SCHOOLS

CHAPTER 2 EVALUATION REPORT
DIRECT SERVICES

DISTRICT SUMMARY FORM

School District: _____

1. Type of Program

a. **Curricular:**

_____ Reading
_____ Mathematics
_____ Science
_____ Language Arts
_____ Social Studies
_____ Art
_____ Physical Education
_____ Industrial Arts/Applied Technology
_____ Home Economics
_____ Health, Family Life
_____ Foreign Languages
_____ Interdisciplinary
_____ Other, specify: _____

b. **Program:**

_____ Guidance
_____ Early Education
_____ Gifted and Talented
_____ Cultural Diversity/ESL
_____ Special Education
_____ Program Development and Implementation
_____ Other, specify: _____

c. **Behavioral-Social:**

_____ Alcohol and Other Drug Use
_____ Drop-Out Prevention
_____ Early Childhood
_____ Homeless
_____ HIV/AIDS Education
_____ Teen Pregnancy Prevention
_____ Suicide Prevention, Self-Destructive Behavior
_____ Social Behavior
_____ Refusal Skills
_____ Other, specify: _____

2. Activities

a. **Curricular** (identify area):

b. **Program:**

c. **Behavioral-Social:**

3. Expected Outcomes

a. **Curricular** (identify area):

Types of Outcomes	Number of Students Targeted	Number of Students Showing Improvement
Test-Standardized Achievement		
Test- Specialized Curricular		
Behavioral Measurement		
Teacher Survey		
Grade Change		
GPA Change		
Parent Survey		
Others (specify):		

b. **Program:**

Types of Outcomes	Number of Students Targeted	Number of Students Showing Improvement
Test-Standardized Achievement		
Test- Specialized Program		
Behavioral Measure		
Parent/Teacher Survey		
Student Survey		
Others (specify):		

3. Expected Outcomes, cont'd

c. **Behavioral-Social:**

Types of Outcomes	Number of Students Targeted	Number of Students Showing Improvement
Attitude or self concept	_____	_____
Attendance	_____	_____
Graduation/staying in school	_____	_____
Academic achievement/GPA	_____	_____
Knowledge of consequences of self destructive behavior	_____	_____
Career awareness	_____	_____
Applied skills	_____	_____
Academic course enrollment	_____	_____
Others (specify):		
_____	_____	_____
_____	_____	_____

4. Objectives for parent involvement (If Applicable):

Types of Outcomes	Applicable to Project		Evidence of Positive Effects	
Increased parent participation	yes	no	yes	no
Home-School communication	yes	no	yes	no
Others (specify):				
_____	yes	no	yes	no

5. Additional demographic data:

	Number of students served	Number of staff involved	Number of Parents involved	Number of others involved
K-3	_____	_____	_____	_____
4-6 grades	_____	_____	_____	_____
7-9 grades	_____	_____	_____	_____
10-12 grades	_____	_____	_____	_____

6. Total projects meeting goals and objectives: _____

Total projects not meeting goals and objectives: _____

7. Total Chapter 2 budget for Direct Service projects: $_____

The following item is OPTIONAL

68

8. In the space below, (and on the back of this page if necessary, limiting your response to no more than 1-1/2 pages), please identify a Chapter 2 funded Direct Services project, if any, that would serve as an exemplary project. Describe those services, activities, and benefits to students and staff members that have been made possible through supplemental Chapter 2 funds that otherwise would not have been available. Please include in your response any additional information that was not covered in the summary of the individual project regarding:

   a. The major objectives and accomplishments of the project;

   b. Students and staff members who participated (including grade level and any special group(s) served);

   c. Major activities undertaken; and

   d. Evidence or indicators of positive student or staff outcomes.

CHAPTER 2 EVALUATION REPORT
EFFECTIVE SCHOOLS

DISTRICT:_____

SCHOOL:_____

1. Chapter 2 funds expended on the Effective Schools project at this school: $_____

2. Is this school an "At-Risk" school as defined by the school district? ____yes ____no

3. What grade levels are taught at this school? _____

4. How many of the following personnel were involved in the project?

	Total Number in School	Total Number Involved
Teachers	_____	_____
Administrators	_____	_____
Support Personnel	_____	_____
Classified Personnel	_____	_____

5. Total student enrollment _____
Estimated number of students affected by the project _____
Estimated number of students participating directly in project activities _____

6. Estimated number of parents directly involved in project activities _____

Describe the various project activities in which parents were involved and the extent of their involvement. (No response is necessary if this information will be provided for project activities reviewed elsewhere in this report.)

7. Estimated number of businesses and community members directly involved in project activities _____

List the activities and the businesses and/or the positions of community members and describe the extent of their involvement in the activities. (No response is necessary if this information will be provided for project activities reviewed elsewhere in this report.)

8. How many consecutive years has this school been in the Effective Schools program? _____
School year in which original assessment was accomplished? _____
School year when reassessment was accomplished? _____

9. This school has adopted which of the following goals/objectives: (check as many as apply)

___ promoting school-level planning, instructional improvement, and staff development

___ increasing the academic achievement levels of all children and particularly educationally deprived children

___ achieving strong and effective administrative and instructional leadership to create consensus on instructional goals and organizational capacity for instructional problem solving

___ ongoing emphasis on the acquisition of basic and higher order skills

___ achieving a safe and orderly school environment that allows teachers and pupils to focus their energies on academic achievement

___ achieving a climate of expectation that virtually all children can learn under appropriate conditions

___ continuous assessment of students and programs to evaluate the effects of instruction

___ Other; specify _____
_____

___ Other; specify _____
_____

10. On a separate page(s) for **each** goal/objective checked above, please provide the following information:

    a. Indicate the goal/objective being addressed.

    b. Identify, in some detail, the activities that were directed toward achievement of that goal.

    c. Discuss the impact of these activities. Be sure to note, and provide illustrations of, effects on student and teacher outcomes and changes in educational services. Cite any indicators or evidence of achievement of the goal/objective wherever possible.

    d. Note reasons for successes and failures related to the goal/objective addressed.

11. Has this school provided direct services to students in terms of tutoring, instruction, remediation, and counselling as part of the Effective Schools project?

    ____YES ____No

    If YES, describe these services provided to students and note any indicators or evidence suggesting that the services have had an impact on student outcomes and achievement. (No response is necessary if a description of such services and indications of their impact are provided in response to items 10 b & c above.)